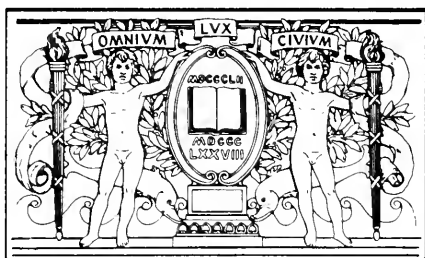


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Counseling Girls Toward New Perspectives

A Report of the MIDDLE ATLANTIC REGIONAL PILOT CONFERENCE

held in

Philadelphia, Pa.

December 2-4, 1965

Cosponsored by

Women's Bureau

U.S. Department of Labor

Office of Education

U.S. Department of Health, Education, and Welfare

U.S. Department of Labor

W. Willard Wirtz, Secretary

Women's Bureau

Mary Dublin Keyserling, Director

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FOREWORD AND ACKNOWLEDGMENTS

The Middle Atlantic Regional Pilot Conference held in Philadelphia, Pa., December 2-4, 1965, added many insights and facets to the study of the new demands that the changing roles of women make on the activities of guidance counselors. This meeting and its predecessor—the first pilot conference, held in Chicago in February 1965—grew out of a statement in *American Women*, the report of the President's Commission on the Status of Women. The report stated that guidance and counseling services are strategic elements in the educational process, and that such services need strengthening and implementation to better serve the needs of girls in this time of changing aspirations and opportunities.

Representatives from Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and West Virginia attended the conference; from each of these areas, a selected group of school counselors, State employment service counselors, and counselor educators were invited. Representatives of the commissions on the status of women in the six States also were asked to attend. In addition, representatives of national organizations such as the American Personnel and Guidance Association, National Council of Administrative Women in Education, Camp Fire Girls, Girl Scouts, the 4-H Clubs, General Federation of Women's Clubs, and B'nai B'rith participated.

Delegates also came from the U.S. Civil Service Commission; the Bureau of Employment Security and the Office of Manpower, Automation and Training (now called the Office of Manpower Policy, Evaluation and Research), U.S. Department of Labor; as well as from the agencies that sponsored the conference: the Women's Bureau, U.S. Department of Labor and the Guidance and Counseling Branch, Office of Education, U.S. Department of Health, Education, and Welfare.

The Women's Bureau and the Office of Education wish to thank the Office of Manpower Policy, Evaluation and Research for its continued interest and assistance and for the financial support which made the conference and the publication of this report possible. We should also like to express our gratitude to Dr. Virginia L. Senders, Associate Director of the New England Board of Higher Education, and Dr. Daniel W. Fullmer, Professor of Psychology in the Oregon State System of Higher Education, whose provocative and penetrating addresses contributed to the quality and stimulation of the conference. We also want to thank those who served as chairmen of the workshop groups and to acknowledge our debt to the workshop recorders who prepared comprehensive reports of the discussions that took place. Without the organizational and administrative assistance of Miss Rose Terlin, Chief, Economic Status and Opportunities Division, Women's Bureau, and Dr. Bettina Weary, Specialist, Guidance and Counseling Program Branch, Office of Education, the conference could not have proceeded as it did.

The organization of this second pilot conference and the ideas it considered paralleled the plan and scope of the first pilot conference, held in Chicago, which was attended by representatives of seven Midwestern States. However, the two conferences did not duplicate each other. Since each added new perspectives to the discussion of a common topic, we suggest that those interested in the problems of guiding women and girls also read the first report¹ which details the manner in which both conferences were organized.

This conference report was prepared under a contract with the Office of Manpower Policy, Evaluation and Research, U.S. Department of Labor, under the authority of Title I of the Manpower Development and Training Act of 1962, as amended. Researchers undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

It is most encouraging to be able to report that those who participated in the Philadelphia conference agreed that the experience deepened their understanding of the problems of counseling girls in the 1960's. Many expressed their intent to organize similar

¹ *New Approaches to Counseling Girls in the 1960's*, a Report of the Midwest Regional Pilot Conference, may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. 30 cents. Single copies available from the Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210.

meetings or seminars at the State and local level and thus further spread the ideas they helped formulate in Philadelphia. Such a result, of which evidence is already in hand, fulfills one of the major objectives of the conference.

Mary Dublin Keyserling
Director, Women's Bureau

Frank L. Sievers
*Director, Guidance and Counseling
Program Branch, Office of Education*

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OPENING SESSION

Welcoming Remarks

Miss Helen Faust, Director of the Division of Pupil Personnel and Counseling in the Philadelphia Public Schools, presided at the opening session of the conference. She welcomed the conference to Philadelphia and expressed appreciation to the Women's Bureau and the Office of Education for providing an opportunity for guidance counselors in the Middle Atlantic Region to meet together.

Miss Faust noted that career opportunities for girls in the 1960's are far more challenging than they have been in other decades. She was aware also, she said, that many conference participants were women who had successfully combined professional careers with their roles as wives and mothers, and that it is imperative for a much larger number of girls to become actively interested in career possibilities. In every conceivable way, the exciting opportunities that lie ahead must be communicated to them.

The speaker of the evening, whom Miss Faust introduced next, was Mrs. Mary Dublin Keyserling.

Changing Realities in Women's Lives

Mary Dublin Keyserling*
Director, Women's Bureau
U.S. Department of Labor

May I extend to each of you here this evening the warmest of welcomes on behalf of the Women's Bureau of the Department of Labor and the Office of Education of the Department of Health, Education, and Welfare, which have jointly sponsored this meeting. This is the second in a series of conferences called to bring together outstanding men and women concerned with the guidance and counseling of girls and women to discuss some of the ways in which we may contribute more effectively to one of the most challenging tasks of our time—the larger realization of the potentials of women in our society.

We acknowledge with deep appreciation the grant from the Office of Manpower Policy, Evaluation and Research, which made possible both the first regional pilot conference held last February in Chicago, in which delegates from seven States participated, and this Middle Atlantic Regional Pilot Conference.

Let me say, by way of general orientation, that these conferences found their origin in a recommendation of the President's Commission on the Status of Women. The Commission, in its report *American Women*, had underscored the vital importance of counseling as a fundamental and inseparable part of education in a democracy. The report urged the quantitative expansion and qualitative improvement of guidance and counseling services. It recommended that "public and private agencies should join in strengthening counseling resources."

The Commission's interest in improving and expanding the guidance and counseling of girls was a natural corollary of its underlying philosophy, expressed in the opening paragraphs of its report: "Respect for the worth and dignity of every individual

*Prior to her appointment in 1964 as Director of the Women's Bureau, Mrs. Keyserling was for 10 years the Associate Director of the Conference on Economic Progress. From 1941 to 1953 she had held a number of high-level economic posts in the Federal Government. Earlier she had been General Secretary of the National Consumers League, and taught economics at Sarah Lawrence College. She is the author of many economic studies and articles.

and conviction that every American should have a chance to achieve the best of which he—or she—is capable are basic to the meaning of both freedom and equality in this democracy.”

This concept has never, I believe, been more strongly manifested than it is today in the many intensive efforts at national, State, and local levels to assure the fullest possible use of our resources in order that the promises of our democracy may be realized by all our people.

The very basic purpose of our educational system is to find, develop, and nurture talent wherever it may be, to enrich the lives of individuals, and to help maximize their contribution to society.

Are we doing this as fully as we should in the education of our girls? This question was implicit in many phases of the Commission's inquiry. Are we doing all we ought, asked the Commission, to challenge old and outworn stereotypes about so-called “women's interests” and “women's roles?” These stereotypes, if accepted by girls and women, often result in their making choices that are not true to their inner selves. Are we bringing to our girls as fully as we should a helpfully realistic picture of their possible future lives, without which they cannot perceive the complete range of alternatives, make careful preparation for wise choices, or find and develop their aptitudes to the full?

Because of the prevailing, wide, and very significant differences in the life patterns of women, as contrasted with those of men, the President's Commission on the Status of Women challenged us to regard the counseling of girls and women as a “specialized form of the counseling profession.” The Commission was not, I believe, suggesting that we have specialists who counsel only girls, but that all counselors develop a greater awareness of girls' special needs. The Commission pointed out that roles held up to girls from infancy deflect talents into narrow channels. Those who counsel girls should have the requisite knowledge and concern if they are to be able to encourage and develop broader ranges of aptitudes and lift the aspirations of the girls they reach.

How effectively we counsel girls and women is a major determinant of the extent to which the great national resource that is our womanpower will be used wisely and well.

President Johnson has emphasized on many occasions his determination that our national policies be directed to giving the fullest scope to women's talents and skills in every aspect of national life. He announced very soon after taking office his determination to enlist women in our country's service. “My aim,” he said, “in picking out more women to serve in this Administration is to underline our profound belief that we can waste no talent, we can

frustrate no creative power, we can neglect no skill in our search for an open and just and challenging society.”

During the period from January 1, 1964, to September 30, 1965, the President appointed 120 women to top jobs. According to the latest report from the 26 largest Federal agencies, an additional 889 women were appointed in the top grades 12 through 18 and about 2,698 promotions were made at these levels during this time.

As a result of a Presidential directive, both hirings and promotions are made by all Federal agencies on the basis of merit and qualification alone, regardless of sex. The Interdepartmental Committee on the Status of Women, headed by the Secretary of Labor, gives continuing leadership with respect to ways in which the skills of women can be more fully utilized.

Other Federal action reflects our determination as a Nation to lower the barriers that still impede women's economic advance. Examples are the Equal Pay Act of 1963 and the inclusion in the Civil Rights Act of 1964 of a prohibition of discrimination in employment based on sex. The States are moving rapidly to provide similar assurances within their intrastate jurisdictions. The statutes of 30 States now require equal pay for equal work. Ten States and the District of Columbia have acted to prohibit sex discrimination in employment, and many more will follow.

At the present time, 45 State commissions on the status of women are carrying forward the work so well started by the President's Commission. The position of women in our society will benefit immeasurably in consequence. Society will gain as more opportunities become available for women to give their best not only as paid workers but as volunteers providing innumerable essential services. The widest range of institutions—our schools, above all—are being stimulated to reexamine attitudes and practices that they may be geared to new realities, that they may be flexible and responsive to the needs of the future.

It is this same sense of need for reappraisal of where we are and for analysis of what may lie ahead that brings us together to benefit from each other's experience, to pool ideas, and to explore possible and promising new directions.

As a basis for some of our later discussions I have been asked to sketch recent trends in women's widening economic roles and to say a few words about anticipated trends. I covered some of this ground in considerable detail at the Chicago conference, a report of which has been distributed to each of you.² I will therefore be brief and not review the details of the picture.

² See footnote on page iv.

For the many reasons of which we are all aware, women have moved rapidly into the labor force during the course of the past quarter of a century. Twice as many are in gainful employment as before World War II.

Twenty-seven million women are in jobs or are actively looking for them. They comprise 36 percent of the Nation's work force.

The likelihood that our younger women—those under 35—will be working at some time during their lives has altered very little since the prewar years. It is the women who have married, borne their children, and seen them well launched in school whose life patterns have changed dramatically. Between 1940 and 1965 the number of women aged 35 to 44 in the labor force more than doubled; the number aged 45 to 54 more than tripled; and the number aged 55 to 64 increased more than 3½-fold.

Before the war, only one in four women aged 45 to 54 was in the labor force. Today about half of all women in this age group are at work, and it is at this age a woman is most likely to be in gainful employment.

In indicating what has happened, let me make clear we are not saying that women should work or shouldn't. In a democratic society this reflects the decision of the individual. I was going to say this reflects the "choice" of the individual but this would not be an entirely appropriate word when one realizes how large a proportion of women work not so much as a matter of "choice" but as a matter of compelling need.

Nearly six million of our working women are single; they work, in the main, to support themselves. Another five million who are widowed, separated, or divorced work to provide for themselves and their families. Of the married women who work and whose husbands—as the Census says—are present, about a fourth had husbands whose incomes last year were less than \$3,000. Their need for employment was urgent. Approximately another fourth had husbands whose incomes were between \$3,000 and \$5,000 a year, still substantially below the amount commonly regarded as essential for a modest but adequate level of living. Somewhat more than a fourth of the working wives had husbands earning between \$5,000 and \$7,000. The desire to own the family home, to educate children, and to acquire some of the niceties of life made additions to family income seem imperative. Only a few more than one million working wives—or only about 1 in 22 of all women in the labor force—had husbands with incomes of \$10,000 or more a year. Many of these women are counted among our doctors, lawyers, scientists, and others whose contribution is essential to the functioning of our society.

With each passing year, the percentage of women in the labor force has been increasing. This trend is expected to continue. Between 1964 and 1970, our Labor Department projections tell us almost half of the people to be added to the labor force may be women. This assumes a 17-percent increase in the number of women workers, as contrasted with a 9-percent increase in the number of men workers.

I believe that when our experts estimate that, by 1980, 60 percent of all women aged 45 to 54 will be in the labor force, they may be excessively conservative. I would hazard a guess that we will see that percentage recorded in the employment statistics considerably earlier than that year.

I say this—that, in general, in the years ahead a substantially larger proportion of the labor force will be women than at present—for many reasons.

I believe that as a Nation we are firmly committed to the achievement of the high levels of production and employment that our knowledge and resources make possible and that our needs make urgent and desirable for a long time to come. We are pledged by the Employment Act of 1946 to do battle against unemployment as a conquerable ailment in the body economic. We have been making impressive headway. We have been reducing unemployment for some time at the rate of 40,000 a month, and it is now down to the lowest levels in the past 8 years.

Unemployment among adult men is now down very close to frictional levels.³ Ninety-eight of every hundred married men who are available for work have jobs. Unemployment remains unduly high, however, among young people and nonwhite adults who are handicapped by inadequate skills and education. We are now involved in a two-pronged effort to create more jobs they can enter and to expand training opportunities to fit them more adequately for the present-day world of work. I am not minimizing the length of the road still to be traveled, but I am expressing confidence that because we have the requisite knowledge, resolution, and concern we will move down that road very rapidly.

Already we have labor shortages, some acute. We have an insufficient number of teachers, nurses, doctors, and other health specialists, social workers, and scientists, among many others. But the need for manpower, and even more especially of woman-

³ A certain amount of unemployment is inherent in the operations of a free and dynamic labor market and is very hard to reduce. This "frictional" unemployment is caused by youngsters looking for part-time work or their first full-time jobs, women reentering the labor force in search of work, or people who have quit one job and are looking for another.

power, will not be concentrated only in the areas of these higher level skills.

Increasingly our people are coming to realize the terrible price we pay for the poverty that still afflicts a fifth of the Nation. Can we not predict with some confidence that we shall tackle this problem with added determination? And as we do—we will see many more schools built, for more schools are urgently needed. We will see more slums cleared, for slums are not consistent with the kind of human development to which we aspire. We will find ways to provide improved social security and public assistance benefits to the elderly who cannot be returned to the economic stream and so many of whom suffer from acute income inadequacy. Many of our States now seem eager to lift minimum wage levels above existing rates, which in numerous areas condemn full-time wage earners to levels of income within the poverty range. The likelihood of improvement of the Federal wage and hour law seems high.

Such actions, in combination, would create additional purchasing power and turn the wheels of industry faster. It would create additional demands for labor at every level of competence. If we do these things—or only move a little more vigorously in these general directions—our society will soon have to look to every possible labor reserve. Mature women, especially, with real and potential skills, will find even greater inducements than they now find to enter the labor force.

Many suggest that automation is a powerful countervailing factor. Yes, this is so, but perhaps to a smaller degree than we were first inclined to think. All we mean by automation is the application of technology to enable us to do more of the world's work in less time and at lower cost. In view of the fantastic amount of work to be done, technological advance should be looked upon not as a threat, but as a blessing, enabling us to produce with increasing effectiveness the vast amount of goods and services that our people still need and want and will continue to need and want for a long time to come.

Last year about 8½ million of our families had incomes of less than \$3,000. Another 8 million had incomes between \$3,000 and \$5,000. The goods and services needed to bring this large segment of our population closer to what we would like to regard as the American way of life would require a very substantial increase in total output. And as for the longer range outlook, has it been your experience that when a family with an income of \$5,000 has been called upon to adjust to a \$7,500 level of living, or even \$10,000, this has been a very difficult process?

All I am saying is that demand is very likely to remain high for many years ahead. There are vast jobs still to do, and those who wish to contribute of their minds and hands will have plenty to keep them busy. They will be needed. Our society will in all likelihood look, to a greater rather than a lesser degree, to women as an increasingly invaluable resource. In a world that will put even greater stress on democratic and human values, that will put increasing emphasis not just on employment but on creative opportunities for people to work in jobs that they can do best—in jobs that they enjoy—women can anticipate far larger economic roles than they presently play. And I do believe that such a world will be the world of the future.

It is true that there are some conflicting trends ahead as far as the employment of women is concerned. As incomes rise it would seem quite likely that fewer mothers of young children will seek employment. This is borne out by the fact that mothers of children under 6 years of age, with husbands with incomes of less than \$3,000 a year, are now more than twice as likely to work as mothers of young children in families where the husbands' incomes are \$10,000 or more.

Other factors enter into the decisions of mature women to seek employment. Rising demand for their services is one such factor. Another is educational attainment. The higher the educational achievement of women, the more likely they are to work.

In 1964, 53 percent of women 18 years of age and over with 4 years of college were in the labor force; the figure was 72 percent for those with 5 or more years of higher education. In sharp contrast, 45 percent of those who had completed only high school and only 31 percent of those who had not gone beyond the eighth grade, regardless of age, held jobs or were actively seeking them.

At middle age, differences were far sharper. Among women 45 to 54 years old, 86 percent of those who had had 5 or more years of higher education were in the labor force. Among those with 4 years of college, 61 percent were in the labor force; so too were 55 percent of high school graduates, as compared with only 44 percent of those in this age group who had completed only grammar school.

The years ahead will see higher levels of education achieved by all people—men and women alike. More training and skill will lead the larger proportion of women who acquire them to want to benefit from their use. And it would be a serious loss to society were this investment wasted.

True, the interest on the investment can be reaped in terms of richer family life and in terms of enlarged participation on the

part of women in volunteer service, in politics, and in other civic leadership roles. No one, of course, can predict with any certainty what choices women will make. My own guess is that as the privilege of choice widens, increasing numbers of women will be active as volunteers in the years when their children are young, when most would prefer that their schedule of activity outside the home be part time and flexible. But in a world in which employment levels are likely to be high, and as their children's dependence upon them diminishes, even greater numbers will, I believe, want the satisfactions that come with job responsibility, not to mention the income that follows.

I would suggest that it is the vocational counselor's responsibility to help young women appreciate the satisfactions that are derived not only from job participation but from helping others in the myriad tasks which may not be compensated monetarily but which so often have immense compensations of the heart. This is part of the world's work too.

Whatever may be the patterns of the future, we can say with confidence to the girls in the here-and-now that the chances are very large that there will be jobs in their futures and for increasingly long periods of their lives. Again let me stress that this is not to say to them, regardless of their circumstances, that women in general ought to work. It is to say to them that they should be more fully aware than many are today that large numbers of women work because they have to do so. Large numbers of women work because they elect to do so. The majority must be prepared for intelligent job choice before marriage. An even larger proportion should be prepared to anticipate entry or reentry into the labor force in their later years.

Marriage and childrearing is so important and so valid a goal—for virtually all women, the most important objective of life—that many have difficulty, when they are teenagers, in anticipating the long span of a lifetime. And the lifespan will continue to grow longer. More and more energy will be released from home-related tasks as housekeeping continues to grow easier.

Women increasingly will seek ways to make their middle and later years more useful and meaningful, more closely related to the world around them.

If these are the facts of life, how do we make them more realistic to the youngsters with whom we are in touch? This is the challenge.

Some new challenges that face counselors apply to their relationship with boys as well as girls. Both need up-to-date information about the rapidly changing contours of the job world and

about training opportunities. We must prepare boys and girls alike to be willing to assume larger responsibilities, not only in their personal lives but in society. But there are many special considerations that are involved when we counsel girls.

How can we prepare them more effectively to anticipate, plan for, and cope with the discontinuity that will be part of the lives of a large proportion of women? How can we help them to anticipate ways in which the impact of discontinuity can be minimized? How can we help young women to anticipate and plan for the "continuing" education so many of them will seek in order to upgrade and refresh skills or to acquire new ones?

Do we need to recognize that, in consequence of many prevailing social lags, a large number of young women tend to undervalue their ability, to lack confidence, to assume it is futile to set aspirations high, or to assume that the pursuit and achievement of career excellence is a stumbling block to personal fulfillment?

Above all, how can we increase the awareness of girls of the wonderful and countless ways there are to serve, to be useful, to help get the big jobs of the world done? to recognize that to be effective they must gain greater technical competence, and that longer periods of training will be essential? to appreciate that nothing is more satisfying than to feel needed and useful; to feel you are giving of your best?

Do we need to do more to bring to our schools able women, who have combined happy family lives with accomplishment in jobs, in service roles, in the arts, in politics, and in other positions of community leadership? Feminine women, if you will. There isn't a town in America where there aren't many splendid role models.

Do we need to do more to change the attitudes of parents toward the education of their daughters? Too many parents see the son worthy of the investment but lack perspective on the equal importance of maximizing opportunities for their daughters.

What of the attitudes of the boys toward the future of their sisters and their wives-to-be? Can we do better in helping to improve boys' preparation for the fuller types of partnership in marriage that the new trends in our society will require?

And finally, should not counselors remind themselves even more frequently than they do now that they have one of the most rewarding of jobs? What could be a more challenging opportunity than to have the responsibility of bringing to our young people the picture of the day-to-day world they may expect to enter? Of communicating to them a zest for life, a sense of the great goals to be won, a sense that the world has need of them at their very best?

We live at a wonderful time when many previously insoluble problems have come closer to solution. Poverty can be made an anachronism. The Great Society can be attained. In all the important tasks that lie ahead of us, of this we can be sure—women will play increasingly important roles. The questions we must answer relate to how they can play them more satisfactorily for themselves, for their families, and for society.

Discussion

Mrs. Keyserling's address provoked wide-ranging discussion which touched on several important issues. The discontinuity in women's employment due to their leaving the labor force to raise families partially accounts for their increased concentration in relatively less skilled job areas when they seek reemployment in their middle years. She suggested that there is need to do more to encourage the development on a larger scale of part-time job opportunities for women during the period when they still have considerable homemaker responsibilities. Part-time employment would enable them to retain skills they will later want to use in full-time jobs. Employers are challenged to find ways to make more effective use of talent available only on a part-time basis to meet rising needs for many types of skills.

A counselor raised the question of women's own attitudes toward themselves and wondered about the practical problems of raising women's sights from the traditional stereotypes. Counselors should be mindful that marriage is a valid objective for a young girl and must concern themselves with more than the vocational aspects of a woman's role. Men and women alike play many roles during a lifetime, and girls should learn to expect more out of life than activities that just fill their time. Volunteer service and paid employment were both cited as possibilities for satisfying a woman's interest in developing her abilities in a manner that contributes to society.

Several questions were posed and left for individual consideration:

What is the loss to society resulting from its failure to make use of women's talents to the full? If a woman has the capacity to do a more difficult job, is it wasteful for her to do a less difficult one? How can counselors keep themselves adequately informed of rapid changes in labor market developments in order to be able to guide their students most effectively?

Many ideas stimulated by Mrs. Keyserling's address were heard during workshop discussions and are included in the synthesis of workshop reports on page 54.

MORNING SESSION

Mrs. Mary Dublin Keyserling presided at the Thursday morning session. In the course of the morning she introduced Dr. Bettina Weary, Specialist, Occupational and Career Guidance Section, Office of Education, U.S. Department of Health, Education, and Welfare, who represented the Office of Education at the conference.

The two speakers who addressed the conference at this session were Dr. Daniel W. Fullmer and Dr. Virginia L. Senders. Their speeches follow.

Male-Order Female—The Symbol and the Substance

*Dr. Daniel W. Fullmer**

Professor of Psychology

Oregon State System of Higher Education

A girl learns she is neither wholly equal to nor wholly opposite from the male. Time will teach her this much. At the moment she realizes this, a girl becomes a woman. She may yet succeed as a female, if she learns the secret of the gods—how the female role is to complement the male role. Counselors should teach both boys and girls the secret of complementary roles; how two can be a team, and compete with the environment instead of competing with each other. Because there is confusion about feminine-masculine roles, our girls do not learn when or where it is appropriate for them to be equal and/or feminine.

Ashley Montagu wrote in 1953, and I quote, "The behavior of women in our culture has largely been in response to the behavior of males toward them."¹ Anyone who is going to counsel girls in

*Dr. Fullmer started his career as an elementary school teacher. He later taught in a junior high school and became a guidance counselor in a senior high school. He has served as Assistant Dean and Professor of Psychology, General Extension Division, Portland Center, Oregon State System of Higher Education and as Professor of Psychology and Director of Development and Evaluation, Division of Continuing Education, in the same State system. In 1962-63 he served as consultant to the Office of Education, U.S. Department of Health, Education, and Welfare, and in 1963 was awarded the Nancy Wimmer Award of the American Personnel and Guidance Association. He is the author of several books and many articles.

¹ Montagu, Ashley, *The Natural Superiority of Women*, New York, Macmillan Company, 1953.

the mid-1960's in the United States of America should have to pass a basic social literacy test. A basic social literacy test should take us beyond our own social class. We must somehow understand what it is like to be a member of another social class and what it is like to have a system of values that is different from that which is common in what we usually call the middle class—and what I prefer to call “the participating class.” A social literacy test would be a way of determining whether counselors of girls in the 1960's understand the assumptions they make almost as automatically as though they were inborn and natural phenomena.

An example of a “quickie” social literacy test is one we can take right now: Arrange the following six values in the order of priority you think the average American would use: (1) class, (2) country, (3) family, (4) God, (5) humanity, and (6) self. You have probably arranged them like this: Self, family, class, country, God, humanity, if you are something like the typical American. Now each of you will have to judge whether or not you arranged them according to the way you really see these values.

I would like you to experiment with something that Edward T. Hall points out in his book, *The Silent Language*,² in discussing the nonverbal or un verbalized meanings that we share as basic cultural learnings. For this one, all you have to do is move physically closer to the person near you—to within two or three inches—but do not whisper or say anything.

What happened? The response was either immediately evident and your neighbor expressed his anxiety, or he was particularly well controlled and therefore did not need to verbally express his biological response. He reacted, because in every culture physical distance has a meaning that is built into each individual who has grown up in that culture.

These are simple examples of basic literacy tests of the social system, the socialization processes, and what the culture teaches.

The forces that molded our mothers are the same ones that mold the majority of women today, namely, peer groups. The socialization processes of our culture have not changed. The editors of *Harper's Magazine*, in the foreword to the October 1962 issue said: “. . . beneath the eye shadow, the black leotard, or the wig—the American woman today is not very different from her mother or grandmother. She is equally attached to the classic feminine values—sexual attractiveness, motherly devotion, and the nurturing role in home and community affairs. She is no great figure in public life or the professions. And like most men, she

² Hall, Edward T., *The Silent Language*, New York, Premier Books (paper), 1959.

is repelled by the slogans of old-fashioned feminism."³ Bruno Bettelheim, in an article in the same issue pointed out the absurdities of giving girls the same educational experiences as are given to boys, and I quote, "... an education clearly designed to prepare boys for a life of competition and independent responsibility."⁴ I do not agree with Bettelheim in this respect, by the way.

Boys go to school and understand the intent of their education. The culture is clear. They must become educated to achieve success in their mature, workaday life. There seems to be some question whether a girl should undergo the same education as a boy. She may need it if she is a failure in getting the right man in the marriage market.

But something I think is important is that the culture equates sameness in education with equal opportunity for education. There is some question in my mind whether it is, in fact, possible for a girl to get the same education as a boy. I am also aware that we are concerned here with ways in which we can get a girl to accept the concept of a dual role in her life, including having both a home and a career.

In counseling a girl in the mid-1960's, the counselor must somehow take cognizance of the attitudes reflected in such comments as the following: "The adult world leads her to think that the 'active woman' is necessarily an unfeminine and sexually inadequate woman, something which is patently untrue."⁵ With rare exceptions, a girl in an American school today is exposed to experiences in her education that lead her to become competent to compete with a man but not to experiences that would help her to become capable of complementing him. Complementary roles mean male plus female equals human being.

The culture subscribes to and contributes to the perpetuation of a second order of attitudes toward women that bears directly upon the dual-role dilemma of a career in home and office.

(1) A girl's needs to marry while she is young and attractive. She needs to get married while she is still exposed to a selection of eligible males. (This subject is expanded on in a recent *Newsweek* article.)⁶

(2) Because of this, a girl is almost certain to interrupt her education—become a dropout—sometime after she completes 12th grade, if not before. If you ask a girl, she will tell you that she will, at some later date, reestablish herself and complete her educa-

³ "The American Female," *Harper's Magazine*, (Special Supplement) October 1962.

⁴ Bettelheim, Bruno, "Growing Up Female," *Harper's Magazine*, October 1962.

⁵ See footnote 4.

⁶ "Cities and the Single Girl," *Newsweek*, November 15, 1965.

tion. This is a popular myth. If she does return to school as a 35- or 40-year-old woman she will find that higher education, especially, is designed for kids and adolescents. All the regulations are especially devised for them.

(3) An unpopular alternative is a decision to complete her education and gain a professional career and perhaps miss the marriage market—at least, for the immediate future.

The above attitudes are representative of the condition imposed upon women by the culture characterized by the phrase “feminine but unequal.”

Bettelheim, in *The New Republic*, states that the emancipation of women is largely still to come.⁷ He thinks that nowadays males and females find much of their self fulfillment in experiences that represent free choice and that these opportunities for free choice result from our advanced technological and scientific condition. By contrast, consider the lack of free choice that hampers women in the rest of the world who live under more primitive technological conditions.

The career aspect of a girl's multiple roles suggests that we should take cognizance of one of the most significant things I found in my research on this subject—namely, Bettelheim's ideas about work and how it is organized. Bettelheim thinks that most work is organized to ignore the element of sex. The education that leads to professions and other areas of work does not permit a woman to believe that she is more of a woman because she is getting an education. A boy, on the other hand, may be helped to feel that he is becoming a man as a result of his education. These are the attitudes which seem to persist and which define the situation in which American girls are being counseled in the 1960's.

I would like to describe two major situations that I think define fairly accurately the conditions that the culture presents to girls in the 1960's.

Situation 1. The most significant generalization I can make at this point is the following: We are so locked into our culture that most of what we do to alter what happens to girls is nullified by the life style for girls that is supported by the social system. Peer groups represent and maintain the social norms through the socialization processes maintained by the culture. I read recently in a newspaper that three out of four high school graduates—and these were boys—changed their career goals within 1 year after graduating from high school. Vocational guidance for girls at the high school level may be equally tentative.

⁷ “Women: Emancipation Is Still To Come,” *The New Republic*, November 7, 1964.

Situation 2. Opinion molders, commercial forces, religious influences, schools, and family all bring to bear upon the individual girl certain patterns of pressure that produce what is uniquely a versatile American female. A girl, as she becomes a woman, is capable of managing large measures of ambiguity, deferred gratification, and multiple-role functions. A young girl may master the skills and knowledge necessary to exhibit tender loving care in a mothering role or manage a highly formal social reception as a very feminine hostess. These may all be done in the course of a single day, and we men continue to expect more.

It is reasonable for us to expect all of these very desirable female images to be achieved by most girls when everything in the culture that is supposed to make its influence felt upon the girl's development actually works. But when these molders of our culture—the inculcators and the educators and the counselors—fail, we all lose. We then get an apathetic incubator-type woman on relief, or worse, one like the female Hell's Angels of California.

Counseling girls in the 1960's will be considered successful only if it preserves what is now necessary and desirable in the image of American womanhood, that is, the mother and the home. Beyond that, counseling must provide the Nation with access to the potential womanpower that would be made available through career development. It is not an easy task. However, we now possess the knowledge and the skills and the financial basis for doing it.

Few counselors in the schools are capable of doing the job we need to do. Precedents are laughed at by today's young people. Therefore, most of our traditional models of womanhood are unacceptable to today's youth. Youth have better models in their peer groups than adults provide in women counselors as role models in the schools. Counselors of girls must supply what the social system omits in the socialization of the female. Almost all socialization takes place within groups—family or peer groups, work groups, or other reference groups. Therefore, group counseling, or counseling by the use of groups, is a solid and basic way to proceed.

Because girls are usually taught and counseled separately from boys, in keeping with the culture's socialization procedures, it becomes imperative for the counselor to reach girls and boys together in groups. We do not want to stop teaching girls to be competitive with boys in those areas where equality is an essential, such as in school subjects. We do want to teach girls how to complement boys in areas where girls want to be feminine. Groups provide the only approach through which boys and girls can *learn together* the skills and attitudes of complementary behavior.

We need to stop playing games aimed at changing our social system and redouble our efforts to make the social system work for more and more of our boys and girls.

How can we make a system that is not working work, without changing it? At least two dimensions of this system are of significance to us at this conference. One includes the changes brought on by women's evolution to a status as free as and equal to men's. The second dimension in our favor is that the network of influences now potent in our society can make the American female as versatile as we hope she will be. But there are too many girls whose development is not significantly touched by these influences—girls in the lower economic classes and in minority groups. They, therefore, cannot develop the concept of dual role which we imply when we discuss the versatile American female. Many of these girls end up as Hell's Angels and do not learn how to be either versatile or feminine.

Here are the resources that we have to work with in the United States.

1. *Government.* Local, State, and National government agencies all concern themselves with helping people become and remain productive. Until recently, most efforts were economic rather than personal-social in method. A National Guidance Foundation, sponsored by the U.S. Department of Labor and the U.S. Department of Health, Education, and Welfare, could be started for about one hundred million dollars a year. The purpose of this foundation would be to create a national peer group for adolescents. I was past 30 years of age before I had a peer group of national scope consisting of professional colleagues. This could be possible for 15-, 16-, and 17-year-old youngsters, if it were encouraged on a broad scale. Some limited efforts in this direction are made now. Some youngsters, like the one who spends the summer in Appalachia teaching a family the ABC's, come home with a new peer-group orientation and new contacts that make a difference in their lives.

2. *The schools.* Counselors and teachers in the schools are a potential resource to youth. The schools are especially helpful when all of the conditions are just in the right balance. However, the neighborhood school is always a reflection of the neighborhood. Poor neighborhoods have poor schools and good neighborhoods have good schools, with the same principle applying to everything in between.

3. *The churches.* Churches and church people are looking out for youth, too. When the church does a good job, youth profit and prosper, but sometimes the benevolence fund gets more serious

attention than do the "disadvantaged" youth within the church and its community. Many young people do not see the church as relevant to tomorrow's world.

4. *Public, private, and parochial organizations.* The General Federation of Women's Clubs, PTA, Girl Scouts, Camp Fire Girls, YMCA, YWCA, Boy Scouts, B'nai B'rith, and 4-H Clubs all have youth programs—but usually too few young people participate in these programs. These agencies represent a potential resource for young people who participate.

5. *Money.* Persistent policies reflect the continued presence of "economic man." We still behave as though we believe that money can buy us out of our present condition. Quality cannot be bought. It must be created.

6. *Time.* Time is truly a fourth dimension. Give me time with another human being and his behavior will be modified. No man can match the influence of a woman in childrearing. Women have time with children—therefore they hold the keys to our culture and to our survival. Why do we think, even for a moment, that we can place such a trust in the hands of undereducated women? Once you educate a woman, she will never let her child grow up in ignorance.

Time is the key to quality. Money, with time, puts the possibility of quality and quantity within our reach. Whether or not we achieve it is, indeed, another matter.

7. *Knowledge and skill.* The knowledge and skill to produce a versatile, productive, and creative adult is within our grasp. The hope of mankind is always in the next generation. Sorry, we have had our chance. I, for one, have a parent's pride in our new-generation Americans.

They are not encumbered, as we are, by all the things we know that aren't true. By and large, the young American has played our game while he learned his own. This is not true for the members of the "Other America." The poor and their culture are not participating. They are not going anywhere, and they are not doing anything.

I might add here a notion that I think is very crucial in America today. We professionals have been playing with the word "motivation" for years. We have been treating it as an antecedent. Motivation is not an antecedent; it is a consequence. I am motivated because of experiences I have had; I am not motivated to have experiences.

A lot of the little girls that we worry about in our culture go out and spend the summer teaching the alphabet to families in poverty areas—Appalachia or Kentucky. How many of us have

been there? I haven't been, but I have seen the change in a youngster who does this. She is more mature than I am. She gains a national peer group. She knows somebody somewhere else. She knows people who represent something different from what she already knows in her social class.

8. *Youth.* We all recognize that young people are our greatest single resource. Adults know next to nothing about using youth as a possible resource.

The best example I can find to illustrate this point is to take a look at us at this conference today. Like our youths, we never have to go very far for our models. We have met here to consider what to do for youth. There are no young people here. Therefore we either do not know how, or we choose not to work with youth.

9. *Employment service.* A youth wants a job because it leads to economic independence and status. A job and a car go together to create what youth and adults recognize as a fully accredited person. In order to afford a car, a youth must have a job that is at least productive enough to provide him the income he needs to support himself and his enterprise. I wish the employment service could help youth with this vital problem.

10. *Urban renewal.* I am speaking here not of physical urban renewal, but of the kind that knocks down old outdated ideas and attitudes and creates a new kind of urban renewal in the backyards of our minds.

We might, I suggest, become part of the solution, instead of part of the problem.

In summarizing this notion, I would say we have many resources. Some people use them, and they win. Some people do not use them, and they lose.

Somebody in this great Nation is going to have to choose whether all girls and boys get access to knowledge, skills, and experience sufficient to create a participating role for each of them in our Great Society.

What are the possibilities for counseling girls in the 1960's?

Take them where the action is.

Our society can no longer ignore the need to be involved. Physical involvement is essential.

Young people have fantastic amounts of uncommitted time (not leisure). Education is a leisure-time and a leisure-class activity. I remind you that we must make education work! Work, a job for youth, is going to school. We should pay youth to go to school. This is not original with me, but I do support it. I do exhort everyone to consider its relevance in this day and time.

Another possibility is to utilize the transportation industry as a part of our solution to the problem of giving youth *access* to expanding numbers of role models in our culture. Many youngsters—and most girls—are extremely limited in terms of the access they have to a wide range of potential role models. They have many models for a career of mothering but not very many for a work career.

Our technological and scientific advantages are most dramatically expressed in our transportation system. Why not use travel as a means to expose girls to role models beyond the domestic ones? I am lobbying for two things here. First, provide scholarships for everyone capable of achieving an education at least through the baccalaureate. Second, provide wider exposure to potentially relevant role models by utilizing intrastate and interstate travel, conferences, seminars, exchanges of student and staff in high school and college, and the like. The methods by which adults keep current—in-service conferences, short courses, and hearing from outside resource persons—should not be limited to adults. We should let the youngsters have access to procedures we ourselves have found most useful.

The National Guidance Foundation I suggested could activate such a program, and all the controls necessary to keep it from exploiting our boys and girls could be built in. The experiences and exposures made available would combat the self-depreciating attitude found among women because of their apparent subordination to men. I am sure in our kind of culture a woman who does not work at least during part of her life is not fully educated. Girls have less access to the culture than boys do. I am merely proposing that we arrange to give girls more access to the culture so they can develop as much as their potential would lead us to expect. Sex in our culture is more than biology. The socialization practices for boys and girls reflect this. They show us a great deal about how we discriminate against women.

Anyone who professes to counsel girls in the 1960's must understand that he will probably have to face difficult decisions. The question each of us should ask and answer for ourselves is whether we want to become intellectual termites—chewing away at the foundation of our social system—or whether we want to make it work. Is our automated society a human society moving toward the specialization of the anthill? (Indeed, mountains may be made from such molehills.)

I don't agree with the prophets of doom. I work with a wide cross-section of American society, and I have yet to discover any consistently negative or hopeless attitude toward the future among

our youngsters or their teachers. There is considerable concern about how one learns to become a part of the team that carries on the total process of our society. If a woman wants meaning in her lifework, she must understand the total process and her place in the total scheme. Values must help bring her to an evaluation of her contribution to the general welfare. The criteria by which she judges her participation dictate her level of meaning and her sense of value as a person.

Donald N. Michael⁸ says we do not use the data and methods that exist in meeting and making our decisions. We insist on using our personal ways of evaluating the world. How many of us are still doing that today?

The U.S. Department of Labor, the Office of Education and other agencies of the U.S. Department of Health, Education, and Welfare have been guilty, as each of us has, of using data judgments often to the exclusion of qualitative judgments. This has brought us to the untenable position of making no decision on what the future should be like, because such a decision is not a data decision but a qualitative decision. Nowhere is this more apparent than in the guidance of girls. Girls are treated as surplus people. They are considered unimportant to the mainstream of American life.

Michael points out that many of the conditions are independent of the youth developers. Some of these are the economy, technological developments, organized efficiency, urban trends, peace and war, marriage, sex, and the family.

The family will accelerate its transformation and become the most important peer-group learning arena available to our youth.

The family in America is far from its final stage of development. Much of the Negro population is still trying to establish a family pattern. Much of the participating class—the middle class—has a stable family pattern. Others among the middle class practice a kind of serial monogamy. I would remind this group only that the sex practices among adults form the common model for our youth.

In addition to its biological functions, sex takes on a meaning beyond procreation. Many adults and youth use it to seek a close personal relationship as a security anchor in an otherwise stress-filled way of life.

The experiences I have had working with families during the past 4 years have led me to classify families like this:

⁸ Michael, Donald N., *The Next Generation*, New York, Random House, 1965.

Type 1: This family "works." It produces the best examples of strong, healthy youth in our culture. Such a family uses groups for learning and teaching and socialization.

Type 2: This family, so-called, represents only a procreation process. It produces the most vulnerable individuals in our culture, because there is no group form that is maintained within the family, with the possible exception of a sibling peer group.

When we are successful in transforming a Type 2 family into a Type 1 family, the vulnerable individuals usually become strong, healthy youth. But, of course, we often do not succeed in the remedial and corrective sphere. This is particularly true if we work only with the youngster in isolation from parents and other significant persons, and we commonly do this in school.

If we could, for a moment, subscribe to the principle that a person is the product of the influences experienced from birth, we would get a quick look at something important in our culture. Our culture itself is an accumulation of wisdom, facts, knowledge, and skills, sorted out over a period of time and retained for survival value. What we have been saying is that the culture influences the development of a woman because of some accumulated "wisdom" about how the female should fit into the scheme of things. We are also saying that conditions are different now and that we would like this evolution to speed up, and the conditions prescribed by the culture to be changed.

Obviously, if we want girls to grow up differently from the way today's women grew up, then we will have to present girls with new sources of systematic influence.

The only model available to us in this culture, aside from the female model we have been using, is the male model.

I believe that youngsters have already sensed this changing facade and that they are already moving closer together. Boys and girls are becoming more alike culturally and are achieving closer personal relationships than adults heretofore have achieved. We also know that the more education a woman gets, the more she becomes like a man with an education. An educated man relates differently to a woman than an uneducated man does. The educated man is aware of other levels of relating to the female, besides sex. This is not true of the uneducated man. He may have only two models, the mother and the sexual model, as examples of relating to a woman.

We are doing a good job today in the socialization of girls. We have achieved a balance of success among the socializing agencies and forces. When we fail, we usually fail because we abstain.

That is, we limit our sphere of influence to our own class structure and we fail to transgress to the "Other American."

Girls themselves will have to make this change happen if it is to be achieved. The cultural encapsulation that you and I represent will probably not allow us to do it. We are part of the problem.

Girls will have gained equal rights when their behavior establishes the fact in your mind and mine. Dissent was the route to women's suffrage and it will be the route to equality for girls. For examples, read the current literature about girls in the graduate school at the University of California at Berkeley or about women in careers.

We need to move this thinking down to the 15-year-olds. We should do more than groom a girl for a future aesthetic or biological role.

If I can shock you here by what I say, think how vulnerable our social system is at a time when we depend upon youth developers to give youth the experiences necessary to prepare them for the Great Society.

Group procedures afford a way of creating conditions in which learning can take place. A girl needs a safe and controlled environment in order to learn by direct experience. Otherwise, she may be exploited. However, our social system actually works and it can be learned very quickly under perfectly safe conditions with the leadership of adults who know how and are not afraid to work with youth. A group can create a unique social system of its own and indeed each group does. A series of groups or peer groups or training groups can provide a wide range of experiences for today's youth. We must let girls and boys learn together so that they will master the means and methods of complementing each other in their competition with the environment.

The team or group approach to work in modern technological society makes it imperative that we look again at how we provide avenues to personal meaning through work groups, and socialization through group learning in teams, peers, family, and friendships.

The role of women in American Society toward faces a review.

Traditions take on the role of containment. It perpetuates the idea that woman's place is in the home, raising children, being a homemaker. The only trouble is that mothers must be well educated to do a good job of rearing children. Education is a continuing process in modern times, and work experience is an essential part of anyone's educational development. School,

through traditional development periods, has now extended to lifelong learning. The appropriate form of learning at a given time may involve productive labor in a world at work.

Women are the key to the productive and creative social order. Apparently, men are unable to achieve great societies by themselves.

Women must participate with men to learn what is necessary to do the job that we expect and society demands.

A cybernated society may leave you in the dark, black out your avenues to personal meaning, or barricade your intersections with other people. It may further the alienation imposed by an open social system, which is closed to all uneducated, socially illiterate, or functionally illiterate individuals.

The educated person participates in the social system in productive ways leading to enrichment of personal meaning.

Every other person actively participating in our wonderful social system adds a bit to me.

Every other person lost in a meaningless abyss puts another wrinkle in my withering soul.

What Sets the Limits to a Woman's Growth?

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The subtitle of my talk is "Four Children." I am going to compare boys and girls and how they grow. It will not surprise you to learn that two of these four children are boys and two are girls. To the first pair of youngsters I have given the names of Andrew and Andrea. I picked those names because they both begin with "A." That is to help you remember that Andrew and Andrea are both achieving sorts of people. They are exceptionally bright children, and both are interested in science. Let's consider Andrew first.

For Andrew, the way has thus far been relatively easy, and it will continue to be easy as he grows up. He is encouraged by his parents to compete—athletically, intellectually, and in attempting to acquire a mastery over nature. The toys and books that come into his house encourage both his need for achievement and his interest in secrets of nature. Baseball bats and microscope sets both contribute to his development. Role models abound in the biographies that he reads, in the world about him, in the newspapers, and on television. His teachers recognize and encourage his interests and abilities and assure him that there are no limits to what he can accomplish. He is asked by grownups the inevitable question, "What are you going to be when you grow up?", and when he says, "a chemist," the grownups nod approvingly. His parents are setting aside money for his college education and are considering only first-class institutions for him. Being human, he occasionally turns in a sloppy piece of schoolwork, and when he does his teachers take a serious and dim view of it, pointing out to him the need for excellence in all the work that he produces.

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In high school he takes a series of stiff mathematics and science courses, as well as a wide variety of courses in other subjects.

Life in college is as demanding and stimulating as life in high school was, and he receives all the support, encouragement, and rigorous discipline that he will need to make him a first-class scientist. Fellowships and research assistantships are available for this excellent student in graduate school. His military service is postponed until after he has obtained his advanced degree, so that if he does go into the Armed Forces, it is with a commission, and carrying on professional work in his own field. He marries a sweet girl, who is intelligent and approves of his work even though she doesn't understand it. Mr. and Mrs. Andrew become the parents of several children who see very little of their father because he spends most of his time in the laboratory, but Mrs. Andrew carries on all the household activities with efficiency and grace. Andrew is an achieving man, and the world is his oyster.

Andrea is really like Andrew in many ways. Like him she is an intelligent youngster, also interested in science and competitive by nature. How she got to be that way we will leave unanswered at this time. For whatever reason, Andrea is the kind of girl who is going to make something very important of herself someday. Her path is not as smooth as Andrew's. Take the matter of toys for example. Her parents, like Andrew's, give her science toys among others, but the aunts and uncles give her dolls, and little bottles of perfume, or clothes. She has discovered a biography of Marie Curie in the library and decided to model herself after that scientist, but other role models are hard to find. The mass media hardly help. On television, for example, the role of the woman seems most of the time to be that of question-poser to the wise and knowing male. There are admirable women on TV, but most of them are in such acceptably feminine pursuits as elementary school teaching or nursing. No TV serial glamorizes the role of the female research chemist.

When Andrea reaches high school and adolescence, she becomes normally interested in boys, but finds to her sorrow that no boys are interested in her. She competes, and she very often wins in the competition, and few boys are strong enough to take it and like it. So she is forced back into her role as scholar and deviant. A feeling of alienation, latent in childhood, begins to be more pronounced in her adolescent years.

Andrea is sufficiently outstanding in her academic abilities that when she chooses her high school courses, nobody tries to discourage her from taking the math and science that she will need later. It is accepted by teachers, counselors, and parents alike

that Andrea will go on to college and should prepare for it from the beginning. In this, as in many other ways, Andrea is deviant, and in this respect her deviancy works for her benefit. She is fortunate, too, in that her parents have been saving for her education and want her to go to the school that will give her the best possible preparation for a future career. (Other adults have not always been so understanding. When she tells them that she wants to be a chemist, she is often met with indulgent smiles and the comment, "That's nice, but first of all you want to be a wife and mother, don't you, dear?") She is accepted at the college of her choice and receives scholarship assistance. Again, she is unusual in this respect. Colleges often turn down brighter girls for less bright boys in order to maintain the sex ratio they have set up as desirable. And much less scholarship money is available for women than for men.

In college Andrea faces new problems. She goes to a coeducational institution, and all the faculty members in the fields of greatest interest to her are men. Some of them take her aspirations seriously; some do not. She is beginning to feel some doubts at this time about her future roles. She has met a man—a man with an ego strong enough not to be threatened by her ability, or by her drive and determination, and she is feminine enough to want to marry and eventually to have children. But how will this affect her career? There are few who can give her guidance in this matter. Should she complete her college degree now or drop out of school for marriage? She decides to finish. But what about graduate school? Her career must be secondary to her husband's, and she wonders if perhaps she had better plan to work rather than study while he is getting his advanced degree.

Since this started out as a success story we will continue it as one. Andrea manages to marry and continue some graduate study. After her first baby is born, she drops out of school but keeps up her reading and active professional interests. The happy climax comes when, in her middle thirties, with two children in school and good household help to take care of them after school hours, she returns to graduate school, receives a fellowship, completes her advanced degree, and belatedly starts her career in chemistry.

We have made Andrea's story a success story, but you can see that it is not a success achieved without effort. Andrew's way was smooth and easy; Andrea's hard, and much of the time, counter to the pressures of society. We hypothesized in Andrea a person of exceptional ability, determination, and ambition. A less driven girl, a less able girl, a less healthy or less ambitious girl, a girl with a less understanding family or husband would have found

some of the hurdles too high to leap. Let us quickly run down the list of obstacles in the path of the woman who could achieve:

1. Little girls are taught not to compete with boys.
2. Toys for little girls emphasize feminine and domestic pursuits, whereas toys for little boys emphasize adventure, challenge, and achievement.

3. Portrayals of women in a mass media often denigrate the role of women. Men achieve; women support.

4. The expressed career aspirations of little girls are not taken seriously. Girls are guided into stereotyped feminine pursuits. Worse, they are guided into course choices that prevent them from making a later change to fields more appropriate and fulfilling for them. Mathematics and science are too often missing from their curricula. Dilettantism is encouraged.

5. Career choices are made at the same time that sex-role identity is being established. Hence a reluctance arises to undertake a career that threatens the feminine image.

6. Women's higher education has, in the past, been modeled in content and schedule after men's education, and hence is not appropriate to the different life schedules of women. Only recently have we begun to recognize the need for a different temporal pattern to suit the different demands of women's lives.

7. Outright discrimination still persists. Coeducational schools have quotas for women, and less bright men are still accepted, in many instances, in preference to brighter women. Less scholarship help is available for women.

8. The work world, as well as the educational world, is geared to men's schedules and men's needs. Part-time professional work is seldom available.

9. Women's careers are almost always secondary to their husband's careers, and opportunities for personal and professional advancement must give way to the demands of husband and family.

10. A million small factors, each insignificant by itself, accumulate to convince a girl that the world does not expect of her the maximum achievement of which she is potentially capable.

These factors militate against equal achievement and equal competition by women in fields conventionally preempted by men. They violate the principle of access as stated by Max Lerner:

Men are not equal, of course. I recall an evening I had with some journalists and professors in Warsaw. The chairman of the evening said, "Mr. Lerner, you have written a big book on American civilization. We haven't read it. But could you sum up in a single word what is the essence of American civilization?" I thought very

rapidly. What is America? Is it freedom? Equality? Democracy? Tolerance? Decency? Suddenly I heard myself say, "Access." The chairman laughed. "We have heard of American success," he said, "but we hadn't heard of American access." I said, "We have a Declaration of Independence which says that all men are born free and equal. I hope we are born free and will remain free. But we are not born equal. We are born very unequal, with unequal abilities and potentials. Every employer knows it, every army commander, teacher, parent. But we also have the notion that there ought to be equal access to equal opportunities, so that every one of these unequally born youngsters gets the chance to develop his unequal abilities to the full."

. . . One may see the whole current struggle over civil rights as part of the revolution of access. It has not only its objective phases, in the struggle for equal legal rights in the Southern states, and the even more important struggle for equal *de facto* rights in the rest of the nation: it also has its subjective phases, in the sense of the image that whites and Negroes have of each other and of themselves. Thus in our elementary curricula we have not only the problem of remedial reading but the problem also of remedial self-image for the children of groups that have lived in the context of social inferiority for generations. This does not mean giving them a crutch to lean on. It means building a floor below which their position in the society cannot fall. The rest will be up to them as individuals. A welfare society will not solve the problems of the individual life. It will only attempt to make sure that no person has to face those problems under a crippling social disadvantage, that the doors of opportunity, which are open to some, are not slammed shut in the face of others. Democracy does not mean equal abilities: it means only that each shall have an equal chance at a chance.¹

Much of what Lerner has to say about civil rights could also be said about the rights of women to grow, to develop, to achieve in a world shaped by men. Women have been discriminated against, and the discrimination has been both *de jure* and *de facto*. Both kinds of discrimination are hard to root out, but we are making good progress on the former. As you all know, sex got

¹ Lerner, Max. "The Revolutionary Frame of Our Time," *The College and the Student*, American Council on Education, Washington, D.C., 1966.

into the Civil Rights Act accidentally, but it is there. Enforcement will take time, but at least there is now a law to enforce. Congresswoman Edith Green, in speaking to the annual meeting of the College Entrance Examination Board, has suggested that colleges which discriminate against women (that is to say, have quotas limiting the number of women) should be investigated before they are permitted to receive Federal funds. The equal pay law is at least on the books.

There are still problems, but for the most part it is not the official, legal hurdles that keep some women from becoming all that they have the ability to become. It is rather the covert, unrecognized forms of discrimination. It is the dumb housewives on the TV commercials, it is the embroidery sets for little girls and construction sets for little boys. It is the parents who say that if only one child in the family can have a higher education, that one should be the boy. It is the counselors who tell the girls not to take mathematics because it is hard and they won't need it anyway. These subtle or not-so-subtle influences start very early and continue throughout adult life. They have the effect, in fact, of closing the doors that have been, at high cost, opened by law. These are influences that each and every one of you can help to change, and I hope that you will. I hope you will help to assure the access of every individual to every opportunity and every right (including the right to be taken seriously) that she should have.

So much, then, for my first two children. I have called the other pair of children Jill and Jimmy. "A" stood for achievement, but the "J" does not stand for anything. You will see why that is, when you hear more about Jill and Jimmy. Let's consider Jill first.

Jill is the kind of little girl that delights her parents and her teachers. She is pretty, sweet, feminine, intelligent, and a good student. She is a nice child, too, and mothers love to have her visit them because she is so good at playing with and taking care of their younger children. She takes her schoolwork seriously and carries out meticulously all the work that is assigned to her. She is good but not great in art and music, and is beginning to develop a real love for poetry. In high school she discusses career plans with a counselor, and is told that because she is intelligent and able she should plan to go to college. She should also, she is told, prepare for a vocation. Because she likes young children and is good with them, she might perhaps become an elementary school teacher. Jill looks at the women teachers about her, sees that many are married, and accepts the idea with some pleasure.

Her parents hope that she will go to the State university nearest her home, and she is accepted and decides to attend and major in elementary education. She is a good citizen, a popular girl, and an above-average student.

Somewhat to her parents' distress, however, she drops out of school at the end of her sophomore year to marry. The young couple cannot manage tuition and expenses for both of them, so she accepts a low-skilled job to help her husband to complete his studies. Since she has no real plans to work she is not bothered by the fact that she has neither finished school nor developed special vocational skills. Work is a temporary stopgap for her, and she relinquishes it gladly when the first baby arrives. Baby care is a pleasure and, although she occasionally feels caged and frustrated, for the most part she derives great satisfaction from watching her children growing up. In her community she is a dependable, contributing worker, and in the time that she is not taking care of her own children or working to make a better community for somebody else's children, she enjoys the opportunity to listen to good music, to read, and to try her hand at pottery-making. Jill is everything that a woman is expected to be in our society. And the world is her oyster.

The world is not Jimmy's oyster. Jimmy is very much like Jill in very many ways. He is a sensitive child with musical talent (but not genius), a real feeling for the aesthetics of visual form, sympathetic and empathic beyond his years, kind and helpful to young children. He dislikes team sports, is not competitive either physically or intellectually. His teachers love him, but worry a little bit about whether he is going to develop into a "regular guy." And to Jimmy, the question, "What are you going to be when you grow up?" has become a perpetual agony. He used to say "a father," and the grownups roared. He tried saying "a poet" and was met by embarrassed silence. He looks at his teachers and thinks that he might like to do what they are doing. But since they are all women he senses that he had better not say that he wants to be a teacher. (Later, he will learn that it is socially acceptable for him to aspire to be a high school teacher, a college teacher, or even an elementary school principal, or perhaps a gym teacher. So far, he has not made these fine distinctions.)

Because Jimmy is sensitive, he is aware that he is different from many of his male classmates, and he feels alienated. They have accepted the conventional masculine stereotypes, as apparently have all the grownups in the world, and he feels, without explicitly verbalizing it, that there must be something a little wrong with a boy who wants to *do* certain things but doesn't

terribly want to *be* anything in particular. And life gets no easier for Jimmy as he gets older. His play activities, his lack of competitive spirit, all earn him the taunt of "sissy" from the boys and girls alike. When he turns on the television set he encounters skindivers and astronauts, scientists and athletes, all achievers.

College, for Jim, ranges from ecstasy to agony. He loves his English literature, art, history, and music appreciation courses, but he is no Wordsworth, nor is he a great artist or musician. His interest in people and real feeling for them take him into psychology, where he is taught to speak of the "human organism" and he studies the influences of the ascending reticular formation and the effects of variable interval reinforcement. One professor studies personality with an intuitive approach, but students and professors alike speak of him as a "slushhead." All the while, Jim's parents and counselors keep asking the same old awful question: "What are you going to be?" Jim still doesn't know, but his love for children seems to be taking him toward elementary education. Professors in the college of education think that Jim is wonderful, but he is one of very few men in the program and deeply feels his isolation. Furthermore, Jim is no homosexual, and his relations with girls are suffering because his choice of curriculum and vocation does little to establish his qualifications as a real man.

Perhaps surprisingly, Jim does manage to graduate from college with adequate grades. (His lack of competitive spirit has kept him from striving for grades in courses that he considers trivial or dull.) Hardly has he grasped his diploma and signed up with the placement bureau when the letter from Uncle Sam greets him, and Jim is drafted.

No continuity here. No opportunity to cater to the sensitivities of his soul. Physically, philosophically, and emotionally, Jim's Army years are years of torture. Where is the unbroken career line that is supposed to characterize men's lives?

When Jim gets out of the Army he goes to graduate school for a year and acquires a master's degree. He marries, then moves into a somewhat underpaid job as an elementary school teacher. He very much enjoys the work, and he likes the fact that his schedule leaves him some free time to be with his own children. Reluctantly, however, he recognizes that to meet his full financial responsibility to his family, he had better prepare to move into administration, where he can earn a higher salary. By the time he is in his middle thirties, Jim is a moderately happy man who enjoys his work but wishes he didn't have to devote so much time to administration. He enjoys the many recreational activities that he shares with his school-age children and his wife. He is aware

that his parents are somewhat disappointed in his lack of accomplishment, but considers that he has met his own goals.

I presume you recognize what I have done here. I've taken every one of the factors that militated against achievement by women in fields preempted by men and turned it inside out to show how it can militate against the comfortable, natural development of men in fields conventionally preempted by women, including homemaking and parenthood. The Jimmys of the world, who would like to be moral, sensitive, humane and noncompetitive, are forced into ill-fitting "masculine" molds just as surely as the Andreas are forced into confining "feminine" ones. We hear more about the Andreas than we do about the Jimmys. That is not accidental. Women who are concerned about women's lives, women who write books, give lectures, call and attend conferences on women, are more likely to be Andreas than Jills. Jill doesn't need a champion yet because her way is the conventional, feminine way. (The Jills of the world may need a champion before too many years have passed if all the Andreas have their way.)

But the story is not yet complete. We took leave of Jill as a happy suburban matron in her middle thirties. A few years later her children have reached college age. And while her husband is moderately successful, he is not making enough money to pay the tuition for all of the several sons and daughters that he and Jill have produced. Suddenly and quite unexpectedly, Jill finds herself with an emptying nest and a need for more money to pass through the family coffers on its way to the college treasuries. Nothing in her past life has prepared her to meet this occasion. She has learned dilettantism, not commitment. She has learned to follow, not to lead. She has learned to retreat from competition when the competition is tough. She has learned a variety of interests and minor skills rather than excellence and specialization. In many ways she is still a child unprepared to face the world's demands for an adult.

Jill may be lucky. With the help of a counselor, she may be able to find a new role for herself that is worth working hard to prepare for. She may start career preparation, use long wasted talents, and become very good at something that she likes very much. With luck, it may even be a fairly remunerative something. Or she may be forced by necessity simply to take a job.

Now I submit to you that Jill did not have the right *not* to grow. I submit that Jill has an obligation to society that she cannot morally deny. A society in which all the members consumed more goods and services than they contributed would not long remain viable. And each who is able must contribute more

than he consumes, because there are others who can never contribute and many who are temporarily taking more than they are giving. Consider that, with the prolongation of formal education into the late teens for most and the late twenties for some, a very large and increasing portion of the population is necessarily consuming more than it is producing. The mentally retarded will always do so. For greater or lesser periods, the physically handicapped or the sick, the emotionally disturbed, the poor, the unemployed, the socially dislocated, the delinquents, and the criminals—all of these put a drain on society's resources. And most of us can expect to grow very old some day and very dependent. Of the healthy, able-bodied, mature citizens who are left, some are not very bright, and some have not very much energy, and some have no particular special abilities. They can do routine work, they can pay as they go, they can manage their own homes and keep their children out of trouble, but they have no surplus contribution for society's treasury. To maintain a viable society those who have the ability to pay more than their own way by producing excess goods or services, paid or unpaid, have a responsibility to do so. Natural superiority has its obligations. These obligations are not met by making a happy home and producing healthy children to consume more goods and services.

This social responsibility used to be enforced by the Puritan ethic; today it is often enforced by more immediate economic necessity. Most women who work for pay, work for the pay. They work because they need the money: to survive, to make more comfortable homes, to pay for their children's music lessons or college educations. As Mrs. Keyserling has told you, most women can expect to be gainfully employed for about 25 years.

That being the case, every woman should prepare to spend a large part of her adult life at a paid job, just as she expects to spend a large part of it at home raising children. Whether she will be a shoe clerk or a pediatrician depends in part upon her and in part upon you as counselors. We have reason to believe that if she has the makings of a pediatrician in her, she will be an unhappy shoe clerk. We know that the more education a woman has, the more likely she is to be in the labor force. (If she has 5 years or more of higher education and is between the ages of 45 and 54, the chances are 86 out of 100 that she holds a paid job.) This is true even though the wives of rich husbands are, in general, less likely to work than the wives of poorer husbands, and women with much education are more likely than are less educated women to marry men who become rich. These figures suggest that educated women work, in part, because they like to.

Knowing, as you do, that women will work, must work, you can help them foresee this part of their lives and, through education, make it maximally productive for society and maximally satisfying for them as individuals.

Now I am sure the Women's Bureau brought me here to tell you to urge women to achieve their maximal potentials, but I am not sure you should do that. This is where we come to the hardest questions of all. Andrea's achievement was made harder because she was a woman. Jimmy was forced, uncomfortably, into a kind of achievement because he was a man. To which did we do a greater injustice? Or is Jill perhaps the greatest sufferer of all? Must we put a floor under achievement?

The principle of social responsibility—of putting back in at least as much as you have taken out and as much more as you are able and willing—seems to impose a minimum to the growth that we have a right to expect of every normal citizen. Does society have the right to impose ceilings on achievement? The principle of access states clearly that nobody's growth should be inhibited simply because the somebody happens to be female. What is society's responsibility to the individual and the individual's obligation to society? And should we not be moving toward a world in which violet seeds are nurtured into full flower as violets, and acorns, whether male or female, into oaks?

Discussion

Discussion following Dr. Fullmer's and Dr. Sender's speeches included comments, questions, and answers that are important in both a specific and philosophic sense.

A member of the audience suggested that much of the work offered to youth is boring and wondered how this fits in with the idea that the world of work is part of education and introduces youth to culture. Dr. Fullmer agreed that much of what we require of youngsters is boring; it is designed to fill uncommitted time as opposed to filling leisure time. Education, he said, is a leisure-time activity. In his view it should be looked upon as work, and youngsters should be paid to go to school—a procedure that would help make education real. One reason education may be boring, he added, is that an individual doesn't see a relationship between what she does in school and what she wants out of life. Many things people have to do are boring, but necessary. Mature people do them; immature people fuss about doing them.

Another question—this one directed to Dr. Senders—commented on the fact that most women marry, and that the American popula-

tion is increasingly mobile. What implications does this mobility have for a woman who is career-oriented and married to an achieving husband? Does, or should, her activities influence where and when the family is going to move? What can a counselor tell a girl about the difficulties of meeting such a situation? Dr. Senders recognized the problem as a real one and offered a suggestion. Too much vocational counseling, she noted, is done at a time when marriage plans have not become settled; it would be helpful to provide opportunities for joint vocational counseling of men and women. We should abandon the assumption that once a woman marries, her career development ends. Marital counseling combined with vocational counseling would enable a man and woman to take a new look at their joint life and plan for joint careers and mutual development. Dr. Senders noted, however, a *complete* partnership is not possible. Most frequently, a wife's career will have to take second place when a move is contemplated. But joint planning would attempt to make sure that second place does not mean no place at all.

The relative dominance given to a husband's or wife's activities at the time a move is contemplated may depend on the age and stage of the family. Roles may be more interchangeable when children are grown. Some families have experimented with a complete reversal of the breadwinning role and have found that, although the arrangement is satisfactory for themselves, difficulties occur in their relations with the outside world.

A member of the audience commented that some women are prevented from developing their abilities through activities outside the home because of the absence of child-care facilities.

Dr. Senders suggested that disadvantaged women are not the only ones whose growth is limited by the lack of such care. Money is not always the key to availability of child-care arrangements; lack of trained personnel and the failure to recognize the need are also factors.

Better child-care facilities were seen as part of the answer to many women's problems, but Dr. Senders also suggested that if they had had some opportunity for personal growth and development earlier, many women might not have had as many children as they did.

Some women, in fact, continue to have children because they believe there is nothing else interesting that they are able to do.

Another member of the audience wondered whether women are apathetic about working toward promotion and advancement, even when they are employed. She felt that women seem to seek employment just for the money they earn, and take little interest in what

they do. Can motivation be legislated, she asked. Dr. Senders commented that women tend to be pushed into easy chairs and told to sit down; they need to be pushed into something more demanding—less momentarily satisfying, perhaps—but eventually more fulfilling.

If a woman is doing a creative job of homemaking and child-rearing, another participant asked, isn't it better to let her do this without pushing or prodding her to do something else? Mrs. Keyserling noted that there are no stereotypes into which anyone should be fitted, and the most we can hope for is that every girl be aware of the full range of the choices open to her.

A question was raised about a possible change in the pattern of family life. A participant wanted to know if the stress placed on having women contribute to society was going to establish new family patterns, either immediately after the family is formed or after the mother reaches 45. Dr. Fullmer noted that many family patterns exist that we have not yet had time to test. He has had enough experience, he said, to respect the fact that there is more than one *good* pattern for family life. What is done in all of the successful patterns that produce strong, healthy individuals is pretty much the same in principle.

The session closed with these thought-provoking questions: Does the value of an individual depend on his achievement? What does this achievement idea do to the concept that an individual has value just because he exists? Should we not have had philosophers or theologians present to speak on this point?

DINNER SESSION

THE CONTRIBUTION OF STATE COMMISSIONS TO THE GUIDANCE AND COUNSELING PROFESSION

Mrs. Mary N. Hilton, Deputy Director of the Women's Bureau, presided at the Dinner Session on Friday evening, at which the activities of the State commissions on the status of women in the area of education and counseling were discussed.

Mrs. Hilton recalled that the report of the President's Commission on the Status of Women pointed out that "too many plans recommended to young women reaching maturity are only partially suited to the second half of the 20th century." She noted that the State commissions, through the work of their committees on education and counseling, were attempting to bring reality to bear on the choices and opportunities offered to young women. She urged each participant to get in touch with the commission in his own State, and to take advantage of the leadership and support it is prepared to offer.

Reports were heard from five of the States represented at the conference: Delaware, Maryland, New York, Pennsylvania, and West Virginia. The New Jersey commission was in the process of writing its report and was unable to send a representative to the meeting. A commission has not been appointed in the District of Columbia.

Delaware

Mrs. Rosella Humes, chairman of the Delaware Governor's Commission, based her remarks on her commission's report.

One thing our commission became aware of at the start of its investigation was the importance of making guidance services available to girls at the beginning of their educational experiences. It is evident to us that we must begin at the elementary school level to make girls aware of their special abilities. We should set aside the idea that there are some professions and jobs for which women are unsuited. We must persuade girls to stay in school.

They need an education, whether they are interested in a career in business, in a profession, in industry, or in homemaking.

Educators in some parts of our State see a need for guidance specialists at the elementary school level. In other areas there is more pressing need for social workers and psychologists who can assist with the problems faced by many children who come from low-income families or families in which parents are illiterate.

In these situations classroom teachers are the important link between the children and the special guidance facilities. But in many areas our teachers have so many responsibilities that they can do little in regard to their guidance functions. This is the weakest area in our chain of guidance services.

Our guidance personnel are carrying loads far too heavy to permit them to have a personal knowledge of the children they are trying to help. Today I heard one guidance counselor say she was serving 900 pupils; another, 550. It seems to me virtually impossible for a counselor working at full capacity to know and to evaluate an individual child when her caseload is this heavy, except perhaps for the occasional child who forcibly, by reason of outstanding ability or the apparent lack of any ability, gets special treatment.

There is some lack of formalized guidance and counseling service for mature women in the State who may want advice toward self-improvement or toward the completion of high school requirements. It is possible that many women who wish to better themselves don't know how to go about it, or are hesitant because of past failures, regardless of present abilities. The situation may be complicated by this lack of formal education or by their embarrassment or insecurity about admitting their needs. Good counseling brings to light the potential these women possess and guides them to educational programs to meet their needs.

Counseling should be made available in a manner which will induce women to overcome their hesitancy in seeking it. It should be provided by an appropriate State agency, whether it be the employment security commission or the educational system.

Our committee suggested that trained volunteers be used to relieve guidance counselors of many of their routine tasks so that they would be freer to counsel children.

Volunteers have worked with our public education system on other matters. For instance, the Great Books Committee has assisted the public education system. Branches of the American Association of University Women (AAUW) have cooperated with guidance counselors in junior and senior high schools in presenting

programs to motivate girls and boys to continue their formal education.

The Wilmington Branch of the AAUW sponsored a program to prepare college graduates for work as substitutes in schools. Members of the National Council of Jewish Women in our State teach classes in arts and crafts, remedial reading, and homemaking and serve as library assistants in our school for delinquent girls. The Canterbury Garden Club deserves special recognition for its work in this same school. Women volunteers have been teaching in community settlement houses. Our committee acknowledges the work that is now being done by these women volunteers. We feel there is a potential for use of the talents, the abilities, and the experiences of well-trained women in meeting the shortage of guidance counselors by relieving those we have of many of their routine tasks. We strongly recommended also that consideration be given to removing guidance counselors and reading specialists from the unit system by providing direct appropriations for such personnel.

Let me explain that in our schools, State support is allocated on a basis of units. Guidance counselors, remedial reading teachers, and speech therapists come under the unit system. This means that if a school hires a guidance counselor it must hire one less teacher and therefore distribute the teaching load so that each teacher teaches more children. If a school district is large enough, it may use some of its administrative units for guidance counselors or remedial reading instructors. Or a school district may obtain funds for counselors through local taxation. (Those of you who have anything to do with referendums know that it is very, very hard to get a person who doesn't have a child or a grandchild in school to vote tax funds for school purposes.)

Our commission distributed some 900 copies of our report to State officials, legislators, women's organizations, Governors of the other 49 States, chairmen of all State commissions that were then in existence, researchers in women's affairs, and others.

We are continuing our study, however, and lobbying for legislation that will put our recommendations into action. We offer our help to any interested group—schools and guidance classes included. We are trying to stimulate press notices and articles in magazines and newspapers discussing the many kinds of jobs women do. And we are trying to encourage individual women to realize that in all probability they will, at some time in their lives, be seeking gainful employment, and that they should educate themselves academically or vocationally against that day.

DELAWARE GOVERNOR'S COMMISSION ON THE STATUS OF WOMEN

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Maryland

Dr. Selma F. Lippeatt,¹ chairman of the committee on education and counseling of the Maryland Status of Women Commission, reported for that State in the absence of Mrs. Paul Wolman, commission chairman.

The Maryland commission was appointed by Governor Millard Tawes late in the summer of 1965, and in December was in the beginning phases of its work. Dr. Lippeatt discussed the organization of the commission and some of its plans.

Following the pattern of the President's Commission to some extent, the 17 members of the Maryland commission are divided into five committees—one of which is the committee on education and counseling.

The committee on education and counseling has 5 subcommittees, each of which is composed of some 5 or 10 people. We know that our 5 subcommittees overlap and that common threads interrelate the work of all of them. One subcommittee is working in the area of adult and continuing education.

Another is working in the area of elementary, secondary, and vocational education. The third committee covers higher education. The subcommittee on counseling and guidance services is chaired by Miss Ferguson, who is here at this conference. The last subcommittee deals with emerging employment patterns and opportunities, and their implications for training and education.

¹ Dr. Lippeatt is former Dean of the College of Home Economics, University of Maryland.

These subcommittees are really serving as fact-finding bodies and were asked to present a description of the status of their respective areas. The facts they come up with will serve as the basis of a statewide conference to be called early in the spring. We hope this can be called a Governor's Conference on Education and Counseling for Women in Maryland, and we hope to involve some 150 or 175 people and to use the subcommittee reports as a basis for workshop sessions.

The recommendations that come from these workshop sessions will have far greater meaning than any the total commission or the committee on education and counseling might suggest.

After this background, let us look at the contributions the Maryland commission may make to the area with which this conference is concerned. We are a little skeptical about projecting too far into the future. However, there are three groups of contributions that relate to counseling and guidance of women that we can look forward to realistically.

First, we can contribute to the public's awareness of the fact that women in our society are involved in multiple roles. We can easily identify for the public certain of the issues and problems involved in contemporary trends—much as we have been doing here in this conference. This process helps us clarify our own beliefs. As we clarify our beliefs we begin to examine practices in a somewhat different light. Therefore we think that increasing the awareness of many groups of people may lead to improvements.

Second, we can serve areas that need action. The biggest such area is the one in which talent and ability are matched to employment opportunities. I never cease to be amazed at how often women accept positions that are not related in any way to their capabilities. In this area we also think that we can serve as an appraisal force to maximize the human power or woman power in the State.

The third contribution we think we can make is the support we can offer public and private agencies and groups involved in a variety of action programs. We are aware as a commission of the many fine things going on in our State and we are proud of the progress that has been made, but we are sure that there are times when additional support can make action come a little faster.

In order to encourage the interest of many people in the work of the commission, we are thinking about establishing a reviewing panel made up of representatives of key organizations in the State. This panel may cover all the committees—not just the education and counseling committee—and I think it is important to approach

organizations and have them in a key role. All these activities will be expected to conclude with a report, although we don't yet know whether it will be an interim or final report. But hopefully we will be preparing a report early in the summer and be ready for our presentation to the Governor before his term in office expires next winter.

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Emerging Employment Patterns with Implications for Education and Training

Mrs. Benjamin Brown
State Employment Service
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The New Jersey Governor's Commission on the Status of Women was in the process of writing its report and unfortunately was unable to send a representative to the meeting.

NEW JERSEY GOVERNOR'S COMMISSION ON
THE STATUS OF WOMEN

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New York

Miss Guinn Hall, deputy commissioner in charge of women's programs of the New York State Department of Commerce, presented the New York report. She brought greetings from Mrs. Oswald B. Lord, who had served as Chairman of the Committee on the Education and Employment of Women.¹

New York Women, the report published by the committee on education and employment of women at the end of 1964, contains 21 recommendations for meeting the education and employment needs of girls and women in New York State. We hope that communities and local organizations will assume some of the leadership in meeting these needs, not leaving all of the responsibility to government.

Some of the areas are ones in which the State Employment Service, the State Education Department, State University, and State Commerce Woman's Program have been working intensely

¹ This committee was the equivalent of State commissions on the status of women in other States.

for many years. In 1962 our Women's Program sponsored a symposium on job horizons for women; the State Guidance Association has also conducted several special meetings on counseling girls and women. We have found that, where the education and employment of girls and women are concerned, a major need exists for better coordination and better communication. There is a great deal being done by many community and governmental organizations in our State to help girls and women find their proper places in the labor force. But so often the people who need the information most are not aware it exists. And many professional groups are not informed on the activities of other related groups.

As a result of the recommendations in the committee report, several programs have been developed. Of great interest, we feel is a pilot project which is being launched jointly by our State Commerce Woman's Program and the State University 2-year colleges to provide vocational information at community levels to women seeking careers. To date each school has developed its own curriculum as seemed most suitable to the area. One instituted a job orientation course similar to those held at Barnard, Hofstra, and New York University, which have attracted mainly college women. The community college course, however, has brought in women of all educational backgrounds, many without any college training. Adult education in the State is also developing programs to make job orientation courses available through evening classes in the high schools, and counseling of adults is available in many high schools.

The State Education Department is meeting several of the committees' recommendations immediately, and has several others under study. Educational television is being expanded with an appropriation of over \$1,500,000 for 1965-66 and \$2,500,000 additional expected for 1966-67. Twenty-five thousand dollars in Federal funds is being used to develop a home study program at the high school and college levels, and a \$5,000,000 program for expansion of State supported programs at the prekindergarten level is being proposed for legislative action in 1966-67. A teaching unit for secondary school American history classes will be available next year on the changing roles of women through the 18th, 19th, and 20th centuries. Under study are an all-State educational conference, a fellowship and scholarship aid program for part-time women students, a pilot community guidance center, and a teachers reserve for inactive teachers.

Two of the recommendations in the committee's report, which Governor Rockefeller called to the attention of the State legislature in his annual message, were enacted by the legislature and approved in June. One prohibits discrimination against women in employment and union membership, and the other broadens the State's present guarantee of equal pay for equal work, regardless of sex, to conform to the Federal Equal Pay Act.

Another interesting outgrowth was the establishment by a local utility company of a management training course for college girls. This was instituted at the end of last year with the recognition that there would probably be a 100-percent turnover in 3 years as the girls left to be married. However, the real goal in mind for these trainees was that they rejoin the staff after their children are raised, for the employers noted that former employees returning to the company are their best workers. Some 65 girls were enrolled in the first course, and the second group are being hired because the first are doing so well in their job assignments. I am sure this has implications for other industries.

For those of you who are not familiar with our Woman's Program, we are a Division of the New York State Department of Commerce. We have been in existence for 20 years and have served over one million women, advising them on establishing businesses of their own when the urge or need developed, offering consumer education, and acquainting girls and women with the many career choices that await them and the education and training needed to enter the world of work. We have a large mailing list of guidance counselors and teachers of home economics.

We don't work in a vacuum. We have the advisory services of two very knowledgeable and hardworking groups—an interdepartmental committee of women in 19 State bureaus whose work relates to ours; and the New York Woman's Council comprised of some 50 executive women in professional, business, and educational fields throughout the State.

Basically, our concern in New York State is to communicate to counselors, parents, teachers, girls, employers, and professions that girls should be given early and sound preparation to meet their entire future. We advise their acquiring a "package" of basic talents—a good education, skills in raising a family and managing a home, several marketable skills to meet their unknown job future with greatest flexibility, a sound knowledge and interest in assuming responsibilities, and the arts of adapting to new ideas and learning to *think*. This, we feel, will best prepare girls for a future that may include raising a family but will surely at some time also include work (paid or unpaid) outside the

home. What that work will be, no one today can truly say. We do know, however, that tomorrow's world will be even more concerned than is today's with the population explosion, poverty amidst plenty, disadvantaged youth, solutions for peace, exploration and existence in space, retirement and geriatrics—all fields in which the properly educated and trained girl and woman can and *must* contribute a great deal.

NEW YORK COMMITTEE ON THE EDUCATION AND EMPLOYMENT OF WOMEN

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Pennsylvania

Mrs. J. Russell Meyers, chairman of the Pennsylvania Governor's Commission on the Status of Women, reported for that State.

Increased emphasis on vocational guidance and counseling is necessary as a means of maximizing educational opportunities for women. This should begin at the earliest possible stage of formal education and should continue from the elementary level through the secondary schools and at the colleges and universities. Young girls and young women must be told early and often just what society has to offer them and what they can offer society; continually they need to learn the extent to which remaining barriers are being reduced and eliminated.

There is a clear need to provide guidance and counseling services for women in various stages and at all levels of educational achievement. In addition to those professions for which college, graduate, and professional degrees are expected, our society is rapidly developing employment opportunities for human services in the merchandising distribution and technical areas, some of which have been staffed traditionally by women; in others there are no sex barriers. One of the tasks we face in Pennsylvania is to direct the dropouts and those not qualified for college to these fields in greater numbers.

First, counselors themselves should have full knowledge of society's needs which will enable them to interpret these needs adequately to potential students. Second, government and institutions must increase the number of post-high-school training programs that can lead women to both gainful employment and a satisfying existence. For the most part such programs are now lacking in our society.

Another group that requires improved and expanded guidance and counseling services consists of women who have completed the task of raising a family and in their middle years want to pick up the threads of their formal education looking toward a delayed career or a fuller intellectual life.

Implied here is the importance of continuing education beyond the traditional formal pattern. It is nonsense to say that once a woman marries and raises a family her intellectual growth must be retarded or, in the extreme, must cease. On the other hand, since intellectual growth requires a stimulus, our increasingly complex society has a growing need to provide opportunities for continuing education.

With the particular responsibilities women must assume in the family, they need more education than is currently given them in common schools and beyond. The education they need relates to being a consumer, a wife, a mother, and a guide. In later life the education they need relates to the problems they have as widows who must handle finances for the first time, live on a reduced income, or face life with no income at all. We hope that some means can be found to revitalize education in family living, especially for those in greatest need.

The commission sees a paradox in the fact that just at a time when we and many other people are urging women to raise their sights and to aspire to great accomplishments, the means for training are, as a result of competition, becoming more difficult to attain. On the one hand, we think talented young women need to be encouraged to go on with their training. On the other hand,

we think that women have a responsibility to establish their seriousness of purpose and willingness to follow through when opportunities are available. Teachers and administrators can help by viewing their women students as individuals and not making categorical judgments about "women."

As we struggle to break through into that bright time when every child is welcomed into the society of mankind to be cherished and developed to his fullest potential throughout his life, we will surely define special roles that only women can play. We believe that education will play a large part in attaining that future.

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Mrs. John Scott, chairman of the Governor's Commission on the Status of Women in West Virginia, reported for that State and indicated that her commission's report has had wide distribution and influence. The following excerpts are taken from the section of the report that deals with education.

There are, by recent estimate, nearly 670,000 women aged 14 and over in West Virginia. More than 160,000 are employed. In 1963, the State's institutions of higher education enrolled 12,423 women students. The potential for diversified educational programing is tremendous.

The woman of today, as in past years, has a traditional responsibility toward self, family, and community. While preserving this responsibility, she must also recognize that she can and should bring her fullest potential into being through the development and use of her total capability. The utilization of the total capabilities of West Virginia women is only partially realized, as evidenced by the 9.5 medial years of school completed by women 14 years of age and over.

An investment in education by both the individual and the State can lead to the solution of personal, social, and technological problems. The complexity and needs of today's society are but indications of the complexities and needs that will characterize and challenge tomorrow's society.

Motivation manifests itself in the desire of the human organism to change existing situations, real or imagined. While much of a woman's drive for change stems from a desire to enhance the possibilities of her personal fulfillment, there is evidence to indicate a sublimation of this drive in favor of a transferral of benefit to the family group.

The incentives that motivate women to enter the labor force, or to change their educational status are extremely individual and are limited only by the span of the imagination but can, nevertheless, be classified in the following broad areas:

- A. She hopes to find emotional and psychological fulfillment.
- B. She hopes to expand and improve her knowledge and skills as a woman, wife, mother, or homemaker.
- C. She hopes to attain a certain level of educational achievement.
- D. She hopes to participate in community affairs either in terms of entry or movement to a more responsible level.
- E. She hopes to expand and improve her skills and knowledge as they relate to her present or future employment.

F. She hopes to improve the fiscal condition of her family, either immediately or over an extended period of time.

G. She is required by personal or family necessity to enter the labor force for either a limited or extended time.

The woman in tomorrow's society will be called upon to contribute her capabilities and talents to assure the continuation of our democratic society. Full utilization of such a potential will require a psychological and physical reconstruction of a major portion of the existing educational opportunities for women. While the traditional role of the woman—that of mother and homemaker—should be strengthened, every opportunity for social and vocational enhancement should enable her to complete or redirect her education.

Among the many recommendations the commission made to insure to women the kinds of education they need, it singled out these that broadly refer to counseling and guidance:

Women should have opportunities: To explore, through selected experiences, those vocational opportunities that are available; and to develop understandings basic to desirable family living.

Mature women should have opportunities to permit them to continue their education. These may be created by:

Setting up part-time study programs that permit completion within reasonable time limits.

Broadening the guidance services available to the individual, especially in the area of individual analysis.

Providing comprehensive educational programs that prepare women to work in occupations that utilize their mental, physical, and social aptitudes.

Permitting all qualified students to become eligible for scholarship and loan programs. The course of study or the time spent in the program—whether part time or full time—should not be the basis for determining student financial support.

Among the commission's recommendations for immediate implementation were the following:

Utilizing the techniques of the mass media to create an awareness of existing opportunities. Capturing the imagination and developing motivation in the individual who often has had negative experiences in education will require the development of new techniques and standards.

Providing a strengthened and comprehensive guidance, counseling, and testing service. The complexities of educational opportunity, vocational change, and self-understanding are in constant flux. The educator and the employer must be aware of the aspirations, interests, capabilities, and past achievements of the indi-

vidual. Intelligent choice, for whatever purpose, should be based on a structured analysis of the individual.

Identifying the resources of the community that presently and potentially utilize the product of the educational program. Opportunities exist but go unfilled because of deficiencies in communication between the person capable of performing a service and the person requiring that service.

Developing local educational programs dealing with the care of children, family relations, mental health, home management, nutrition, and general consumer information.

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CLOSING SESSION

WORKSHOP REPORTS

On Friday afternoon, conference participants divided into eight workshop groups.

With one exception, the workshop groups were organized along State lines. Each of the seven State groups included school counselors, State employment service counselors, representatives of the Commission on the Status of Women, and members of national organizations. The eighth group was made up of counselor-educators. A chairman and recorder had been appointed for each group. (Their names will be found on page 73.)

Each of the workshop groups considered the same fundamental questions that had been discussed at the first pilot conference held in Chicago in February 1965. These eight questions, suggested by the organizers of the conference, covered in breadth and in depth the influence exerted by the home, the school, and the community on the aspirations and attainments of girls. The questions are set forth in full in Appendix B. Briefly they are concerned with the following:

1. The extent to which and the ways in which parental expectations influence and circumscribe girls' preferences and choices in career decisions.
2. The extent to which curriculum offerings, recruitment programs, and occupational roles are creating sex differences in educational and vocational decisions.
3. The extent to which teachers' expectations, both conscious and otherwise, may influence and reinforce the inherited assignment of the cultural milieu.
4. The extent to which girls' perception of boys' concepts of the feminine role affects choice of girls' vocation.
5. The extent to which boys and girls are being prepared to understand that the responsibilities within the home and activities outside the home are not conflicting and can be integrated.

Note: This synthesis of workshop reports was prepared by Francis Balgley Kaplan.

6. The extent to which girls are cognizant of the fact that it will be necessary for a large proportion of them to contribute to the earnings of their families.

7. The extent to which girls are being encouraged to examine the possibility of careers in fields not traditionally considered women's occupations but possible for qualified women.

8. The extent to which counselors' attitudes toward the feminine role are influencing the counseling process and the career development of girls.

At a meeting held on the eve of the workshop sessions, the chairmen were invited to organize their meetings in any way they thought would elicit the most meaningful exchange of information. The reports submitted by recorders indicated that some chairmen organized discussions so as to consider each of the eight questions in depth. Others led their groups to consider the broad implications of the questions, and answered them specifically only indirectly. Discussion of specific questions will be found later in this synthesis of workshop reports. The groups' consideration of the broader implications are dealt with first.

Synthesis of State Workshop Reports

Broad Implications Suggested by the Questions

Participants recognized that before the obstacles implied in the questions could be overcome, society would have to change its attitudes not only about the role of women in society but also about the role of sex in occupational choice. They recognized, also, that insofar as a counselor's activities should promote a climate in which women are free to make choices without being hindered by preconceived opinions, and insofar as such a climate may lead to changed patterns of behavior, counselors are already helping to bring about changes in the organization of society. The groups emphasized, however, that before a point of view or rationale can be developed about whether these current trends are right or wrong, or good or bad, additional information must be collected. Research projects must be set up to provide the facts needed to overcome prevalent myths and prejudices about women. To do this, society needs the thinking of experts in many intellectual disciplines. Participants suggested that philosophers, theologians, educators, students of the behavioral sciences, and students of the changing needs of business and industry should become involved and participate in a continuous exchange of views to help answer questions such as these which bear on the ultimate structure of society: How strong is the desire on the part of women

to enter what traditionally have been men's occupations? To what extent do women wish to yield the traditional feminine role? Would an alteration in the balance of traditional masculine and feminine activities have a beneficial or adverse effect on society?

In the meantime, however, each individual, regardless of sex, must be assured the right of access to as wide a variety of occupations as our society can use. If women continue to work—and the trend indicates that the number and percentage of women who enter the labor force will increase rather than diminish—it is essential that women have opportunities to enter areas where they can find the greatest sense of accomplishment and satisfaction.

Whether a woman's desire to work arises from her own internal need or from the external pressure of necessity is not material. The degree to which her work will encourage her to develop her fullest potential and make a contribution to society depends upon how much freedom she has to make a real choice of occupation.

That work itself fills different functions for different people was also recognized. Some individuals—men as well as women—achieve a large share of their personal satisfaction from their occupations. Others work chiefly for money and find their personal satisfaction in the nonwork areas of life. Participants agreed that it was not a counselor's function to pressure an individual toward any one point of view or mode of action. The counselor's role is to clarify the available alternatives and to help an individual choose freely which possible course of action she will adopt.

How successfully counselors can fill this assignment depends to a large extent on two factors. First, are counselors able to recognize and rid themselves of their own preconceived notions about appropriate life patterns for girls? Counselors may seem to say the right words, but what bias do they reveal in unspoken ways—in actions, or in manner, or by the very fact that they fail to say or do anything? And second, can they organize guidance teams involving as many members of the community as are related to the guidance task? "Success depends on getting many people involved," said one report. Teachers, school principals, curriculum planners, employment service counselors, employers, and members of community organizations were nominated for inclusion on the team.

Participants recognized the value of a conference as a technique for changing counselors' attitudes and opening their eyes to reality. In keeping with their premise that many groups need to be involved in the counseling process, they proposed that future conferences be opened to several other groups of specialists whose influence and action are urgently needed. The workshops sug-

gested that future conferences should include representatives of the mass media, curriculum planners, textbook writers and publishers, employers, and youth themselves, in addition to the theologians and philosophers already suggested. These groups should be included for two reasons: They need to become aware of the realities of the changing life patterns of women, and they need to become involved in the counseling process, to which they have a large contribution to make.

Running through all workshop reports were references to the power of the mass media, to the denigrating effect of the unrealistic image of contemporary American women generally presented by TV, radio, and advertising; and to the help that will be forthcoming once these media present more realistic reflections of women's lives.

Workshop reports also commented about the great value that would accrue to guidance teams if textbooks included brief comments about the practical or vocational value of the material they present. Such comments would doubtless spark classroom discussion of occupations and the world's work and would indirectly stimulate related learning.

Curriculum planners, who control and direct the flow of knowledge, should be included in conferences because they are often slow to relinquish clichés about the kinds of education suitable for women. Sometimes their decision prevents girls from preparing for employment that is available to them in the community. School curriculums do not always keep pace with changes in the world of work. In the community itself, employers are sometimes the last obstacle standing between a girl and the untraditional job for which she is equipped. Exposure of all these groups to the stimulating and thoughtful discussions at a conference would improve chances of creating attitude changes that are desired and needed.

In assessing the impact of the special problems of counseling girls on the general counseling program, workshop reports agreed that guidance programs start too late, and do not take advantage of the elementary school years when family ties with the school are closer than they ever are again. The sooner counselors start to work with parents, the greater will be their ability to free children from limitations that may grow out of their families' background and life patterns. The elementary school curriculum should allow for broad educational and vocational experiences. Work, whether in the home or outside it, should be made a comfortable topic of conversation, and contributing to society should be recognized as a part of life. Although participants wanted

guidance and counseling services to be available at the elementary school level, they did not see that period as a time for specific vocational counseling. During the elementary school years, they thought, girls' eyes and minds should be opened to the variety of activities that fill women's lives, and the attitudes and values they develop should allow them to accept a wide range of alternatives.

Despite the complexities and the enormity of their task, counselors recognized that their actions made them answerable for girls' long-range attitudes toward seeking help in making decisions all through the course of their multifaceted lives. "The image of good counseling developed for each girl by the school counselor," said one report, "will enable her to seek developmental counseling as she needs it at any stage in her life, be it adolescence, middle age, or old age." This is a challenging, if sobering, responsibility.

Consideration of the Specific Questions

The following is a synthesis of workshop discussions and suggestions relating specifically to the eight questions that are noted on pages 53-54, and are stated in detail in Appendix B.

Effect of Parental Influence

Neither counselors nor teachers can successfully guide students without the understanding and cooperation of parents. Parental expectations do and should influence the way their daughters plan their lives. However, parents' expectations for their children may be either too high or too low as a result of their own educational attainment or aspiration, or socioeconomic background. Parents vary also in their ability to help develop their daughters' expectations and aspirations or to implement them once they are formed.

So many values are learned within the family unit, including the importance assigned to self-development and achievement, that counselors often must educate parents in order to counsel girls.

The relationship between counselor and parents will be most mutually rewarding if it begins under nonthreatening conditions, *before* a child meets or becomes a problem. Counselors must reach parents soon enough, and present them the kinds of information they need to overcome the bias born of their limitations or background. Are counselors flexible enough to meet parents at the times they are available; creative enough to overcome their reticence, apathy, or even hostility; courageous enough to attempt to change their views?

Exchange of information between parents and counselors should

begin at the lowest educational level—the preschool level is none too soon—and should be carried on through elementary, junior, and senior high school.

Since parents are not always free to meet counselors during school hours, counselors' schedules should be flexible enough to allow them to meet parents during evenings or weekends, with compensatory time off. Nor should meetings be limited to the physical locale of the school. A student's home may be the best place to meet on occasion, or another community center may be appropriate for some contacts.

Just as there is variety in the backgrounds and understanding of the families with whom the counselors must work, so there must be variety in the techniques used, the information presented, the advice given, and the approaches made to parents. No blueprint can be envisaged, but counselors' ingenuity and imagination will be tested as they seek approaches that are apt, information that is relevant, and timing that is effective in dealing with the wide variety of students who need their help. At some times it may seem best to talk to parents by themselves; at others, to talk to parents with the student present. Family group guidance sessions, in which several sets of parents and children meet together with a counselor, often have proved worthwhile.

Just as the techniques of guidance and counseling are varied, so is the subject matter to be covered. The job title "counselor" covers men and women who are involved in a multitude of different functions related to young people and adults. In whatever fashion counselors deal with girls and their parents, however, they should place special emphasis on fostering a philosophy that will reduce a girl's conflict about her own choice of role. Myths concerning the feminine image should be held up to the light of reality. Facts about the ever-widening educational and vocational horizons open to women should be cited and examples of women who have succeeded in new and different fields presented. Counselors needn't—and indeed shouldn't—take the entire burden of this prodigious task on themselves. A team of people—teachers, curriculum makers, the principal, and other specialists in community agencies and neighborhood groups should be enlisted to meet with parents and with students.

The timing of important and effective moments in counseling can only be roughly predicted. The earlier in the child's educational experience his parents are involved, the better. The Head Start program obtained excellent results by involving parents from the beginning. The mass media bombarded parents with information about the advantages the program would bring them and

their children; parents responded by requesting that their children be included; and teachers were rewarded with encouraging changes in parental attitudes and the children's development.

Another important moment in counseling and guidance comes when a student selects her high school course of study. Discussion with parents and students should insure that each student selects a program that reflects and recognizes her own interests and potential and not her parents' interests and inclinations. An open house for freshmen and an assembly program for both parents and students have often been used with good results at this juncture.

It is the underaspiring youngster who often presents a counselor with the greatest opportunity for rewarding work. Some research has shown that families in the lower socioeconomic level tend to leave the job of developing a child's interests and aspirations to the school. Not only do parents in this group have little personal experience on which they can rely to encourage their own children; they sometimes require the counselor's help in learning to communicate with their children. All the skill and art at a counselor's command are needed to meet this challenge.

Effect of the Curriculum

It is futile to talk about widening girls' horizons or to propose that they enter untraditional fields of activity while the schools they attend often preserve rigid and traditional concepts of what is permissible for a girl to study. A school that limits mechanical courses to boys is of no help to a girl whose aptitude sparks her interest in engineering. A school that stresses the preparation of college-bound students is frustrating at best to a student whose potential or interests precludes a higher education. Courses of study to meet the requirements of children of all intellectual levels and aspirations and all aptitudes and limitations must be available. Within those courses of study, individual programs should be designed in accordance with a student's particular needs and interests and without regard to sex.

If the Space Age has created an aura of greater acceptability for girls in fields that formerly were closed to them, is this change reflected in the courses they are encouraged and allowed to study in school? Hasn't the time come to restudy curriculum offerings in the light of the interests and activities of both girls and boys in today's world? Isn't it time for counselors to involve curriculum planners in a process designed to make education support women's expectations, needs, and potentials more realistically?

School counselors, whose relations with government, business, and community agencies make them aware of changes in occupations and job opportunities, need to relay to curriculum planners information which can be used to develop new learning experiences for boys and girls alike in accordance with their interests and abilities. Counselors also should urge curriculum planners to allow students of either sex to enter classes which have previously been reserved for one or the other. Some schools have already dropped the barriers which kept girls out of courses in graphic arts, drafting, and physics. In some schools boys are now invited to participate in home economics classes. But these trends need to be extended and strengthened. At the same time, it should be recognized that girls usually won't enter untraditional fields without being assured of social approval. Extra effort to provide this by arranging for press or TV coverage when girls break through traditional barriers will bring important dividends.

Finding new ways to involve the school with the community is potentially valuable. Courses with vocational implications can be made infinitely more meaningful when related work experience can be arranged with local employers. Other contacts with community employers should be planned to expose students to the realities of vocational opportunities.

Underlying many of the difficulties counselors have in making vocational guidance effective is the fact that so many young people cannot see beyond today, and are blind to the long-range implications of what they do or don't do. Since teenagers find it extremely difficult to heed the advice of adults, it may be useful to plan workshops and conferences at which youth slightly older than those being counseled answer questions and discuss the work or education programs to which they are committed.

Effect of Teachers' Attitudes

Classroom teachers have almost as much influence on students' attitudes toward education and work as their parents do. As has been mentioned in the discussion of Question I, less advantaged parents often leave completely to teachers the development of their children's attitudes toward education and self-development. With no conscious effort, teachers transmit values, attitudes, and biases. At a more purposeful level, they complete the chain of communication between counselor and student in supporting and complementing the formal vocational guidance program.

For a long time, educational theory has paid lip service to "individual differences," but educators have only begun to demon-

strate a real appreciation of what must be done to insure "the recognition of the individual." Hopefully, as educators come closer to this fuller recognition of the potential of each student and take the action it demands, they will increasingly accept the social changes which make it necessary for girls to reconsider and redefine their educational and vocational goals, preferences, and decisions.

Some implementation of teacher training is needed to help teachers fulfill their guidance roles. Though it is admittedly difficult for an individual who has reached the college level to change attitudes, teachers nevertheless can be helped to recognize what their own biases and values are, and to appreciate how these compare with the values of the families from which their students come. Teacher-training institutions should provide courses dealing with counseling and guidance for *all* teacher trainees. Once teachers are on the job, this process should continue. They should meet with counselors on official time to explore all the facets of their responsibilities that bear on the overall counseling and guidance program. At these meetings, counselors should keep teachers current about the changing roles of women, expanding vocational opportunities, and changing patterns in education and employment. Counselors should also encourage teachers to be conscious of their own influence on students' values and attitudes and to try to keep them unbiased and flexible in relation to the life patterns girls envision. Many teaching aids are at counselors' disposal to help do this job—pamphlets, film strips, tapes, and longplaying records.

More unusual activities also help teachers improve their background in vocational information. Teacher exchange programs, in which teachers shift from one cultural milieu to another, help orient them to new attitudes and new values. A teacher who supplements his income by taking a summer job in another field of work or one who takes extended leave to work in another occupation also broadens his appreciation of the world of work.

During his everyday classroom activities, a teacher should make an effort to point out the vocational implications of the subject matter under discussion. Gaining an understanding of the relationship between job and subject not only expands a student's knowledge of the world of work, but adds reality to his classroom experience. In order to add this dimension to their classroom instruction, teachers need to know more about current trends in the availability of jobs and the widening vocational opportunities open to girls. Similarly, the writers of textbooks need to include

more information that would link knowledge gained in school with information needed in the performance of a job. Textbooks written with an emphasis on this aspect of learning would be stimulating and valuable in relating education to the world at large.

The Feminine Role

Integration of Responsibilities

Problem of Economic Need

The workshop groups apparently found it difficult to sort out the strands of their ideas about the feminine role, integration of responsibilities, and the problem of economic need. Discussion of each one of these three questions was interwoven with discussion of the other two. For this reason, these three questions are treated together.

Until now we frequently failed to make adequate use of the insights that research and psychology have given us about the importance of the peer group. At a time when a girl is making decisions about educational and vocational goals, her peers exert considerable influence. Later it is in cooperation with an individual member of her peer group—her husband—that a woman finally constructs her life pattern. Whether she will be “just a housewife” or will combine her homemaking tasks with other activities that contribute to the community will largely be the result of the interaction of her husband’s attitudes and her own self-concept. The strength and substance of a man’s attitudes about what a woman should do is often related to his education, to his socio-economic background, and to his mother’s example, among other things. Whatever their origin, male attitudes have led some girls to denigrate their talents and limit their aspirations. Other girls, endowed with talents considered typically masculine, hide them completely so that a male may retain an image of his superiority. Neither course would seem justified in today’s world.

Somewhere in the school program, boys and girls together must become acquainted with the fact that masculine and feminine roles should be complementary in order to make family life satisfactory and happy. In terms of their own futures they need to accept the fact that 8 out of 10 girls will have to work for pay at some time in their lives. The American Dream—the standard of living expected and desired by most American families—makes it necessary for many married women to add to the family income without yielding their family responsibilities. Far from being the sheltered—or limited—sex, women in our society may be called upon to perform a wider variety of tasks than men. In any case,

neither boys nor girls will be able to cope with the many real and challenging problems they will face unless they develop the skills to do so. To educators falls the task of preparing them to accommodate to the changes in life patterns that inevitably will occur.

Since girls seem to need the approval of their peer group before embarking on new patterns of behavior, a primary step to be taken in encouraging them to prepare for multifaceted roles is to identify the attitudes of their peers—their male peers in particular. It probably will be necessary to attempt to modify these attitudes once they are identified.

In this process personal relationships are probably more effective and meaningful than objective models. Group guidance sessions in which both boys and girls participate and which allow them to discuss topics such as feminine roles and responsibilities often produce penetrating, thoughtful exchanges of view which lead individuals to reevaluate and reshape their opinions. There is still room, however, for counselors to develop creative new skills and techniques in group dynamics which will help boys be more objective about their attitudes towards girls' roles and, therefore, help girls be more realistic in regard to their own goals.

Awareness of the complementary nature of the male and female roles can be increased by offering coeducational classes in family relations in which child care, home management, consumer education, budgeting, and similar questions are discussed. In addition, young people of both sexes need realistic health programs which include factual information on such questions as nutrition, sex education, smoking, alcoholism, and drug addiction.

But it is not only in relation to family life that young people lack information. Girls in particular need to develop a more realistic attitude toward work. They would profit by observing men and women at work in all kinds of jobs—in business establishments, industrial plants, radio and TV stations, restaurants and hotels, offices, hospitals, schools, shops and department stores, government agencies. Such visits, followed by discussions about the jobs that girls found desirable would lead to consideration of the kind of education that is prerequisite.

Another means of stimulating an expansion of information about job realities may be found in the "Futures" clubs. Membership in these clubs acquaints young people with the details of careers in various fields and lends them the strength of their peers' approbation. Among these clubs are the Future Business Leaders of America, Future Teachers of America, Future Nurses of America, Future Secretaries Association, Distributive Educa-

tion Clubs of America, and Vocational Industrial Clubs of America. Further development of this idea might encourage girls to think about the less traditional occupations.

Against the day when the need to make a vocational decision may seem more pressing, both boys and girls should be informed about the community resources that can be useful to them. One group suggested that at the time of a student's final contact with school guidance counselors—whether he leaves school as a graduate or a dropout—he should be provided with a wallet-sized card giving referral or resource information that will be useful whenever it is needed. The card should include the names and addresses of employment agencies, training facilities, employment counselors, and other related services.

Restrictions on Career Choices

Not only tradition and prejudice keep women away from "male" occupations; a variety of other reasons are also involved. Sometimes women avoid a profession because the training period is too long, or because the training is considered too costly for a girl, or because they choose not to work as hard as the profession demands, or because their parents' attitudes discourage them.

In periods of labor shortages, of course, women have been invited to participate in occupations and professions normally considered masculine; the needs of the Nation always supersede prejudice and tradition. But when men again become available in sufficient numbers, women have always been displaced. Women will be able to remain in some occupations only when society approves those fields of work as appropriate for women.

The activities of the Equal Employment Opportunity Commission, set up to enforce Title VII of the Civil Rights Act of 1964, are expected to overcome many of the barriers raised against women in some fields of employment. Title VII prohibits discrimination on the basis of sex in hiring, training, and promotion. Through a program of action that begins with education and persuasion and ends with enforced compliance, the Commission expects to eliminate much of the bias that now limits women's occupational choice. In the meantime, extra effort is needed to keep women informed about available jobs in unusual occupations.

The fact that many colleges and universities follow differential admissions policies for men and women contributes to the attitudes society holds about the ability of girls to compete in certain occupational areas. If institutions of higher education do not think that women are worthy of being trained for some profes-

sions, why should society look to women as accomplished practitioners in these fields?

One group suggested than an education bill for women similar to the GI Bill would assist women in obtaining the advanced education they need to enter some of the professions now considered masculine. Failing such a subsidy, increased opportunities for loans would help in somewhat the same way.

Counselor's Effect on Career Choices of Girls

The counselor is the coordinator of a team of specialists; counseling students is only part of his job. Through his intervention, students should be exposed to the influence of all the people in the community who can help them plan their lives with a minimum of preconceived notions about what they should do. To fill such a strategic position, counselors themselves must be free of bias. Before they begin to understand the attitudes of others regarding the feminine role, they need to study their own attitudes. Do counselors talk about the concept of multiple roles in women's life patterns, and then deny their words by their actions? Do counselors talk about women's pioneering in new fields and then recommend study programs that lead only to traditional careers? Do counselors urge girls to take courses that traditionally are open only to boys and then do nothing about having these classes opened to girls?

Conferences such as this one seem to encourage counselors to assess their own ideas and evaluate their attitudes. Similar meetings should be held at State and community levels. Regular in-service programs for counselors should update their information and knowledge about community needs and vocational trends. In-service education should also help them evaluate their counseling practices with girls. It was felt that male counselors may find it more difficult to counsel girls than women counselors do. Their own traditional attitudes may conflict with the ideas and practices they want to develop. For this reason it was felt that larger numbers of men should be invited to conferences and included in special projects.

Counselors can build a meaningful relationship with their students only if their pupil load is reasonable and the same boys and girls are assigned to them over a relatively long period of time. It is important for boys and girls to be counseled together in groups to help them explore mutual problems and develop an awareness and appreciation of the other's viewpoint.

Counselors' ability to be useful will be enhanced if they can develop an accepting attitude with young people and if they search for better ways to help them. Young people have great potential that will be diminished if counselors underestimate it. It is equally important for counselors to realize that their task is not to provide all the answers. Counselors make their greatest contribution when they make all possibilities clear to the students and help them to find and follow their own patterns of growth.

Report of the Counselor-Educators' Workshop

Counselors, teachers, parents, boys, and girls, all need to develop greater awareness of the reality that women—married or single; young, middle-aged, or older—are and increasingly will be engaged in constructive activity outside the home. The feminine role is a many-faceted one. A great many girls must include paid employment among their responsibilities. Built into the multiplicity of roles they assume is conflict—conflict created by outdated stereotypes, by society's expectations, by family attitudes, and by the necessity for determining priorities. Which role is the predominant role? Young men are rarely in conflict about whether or not to work, about the sex-type appropriateness of their job choice, about having a family, about their work's interfering with their responsibility to home and children. By contrast with boys, girls have unique counseling needs, and counselors need to be prepared to help young women fulfill their feminine role and to make vocational plans.

Many adolescent girls are marriage-oriented rather than vocation-oriented, consider work as a temporary necessity, and see little need for long-term planning. The counselor's role is not to determine what goals girls should pursue, not is it to guide them into the occupations in which society feels they will make the greatest contribution. The counselor's role is to insure that girls—all girls—have the freedom to choose. Since choice implies understanding of alternatives, students should become aware of the changing role of women and of changing employment patterns and of the implications of these changes for their planning. The counselor, therefore, must be knowledgeable about change as it affects students; must exercise leadership in helping teachers, parents, and students to understand the realities that change brings about, and must intervene so that meaningful experiences

Note: The report of the counselor-educators' workshop was prepared by Dr. Genevieve H. Loughran, Associate Professor of Guidance and School Counseling, Hunter College, New York City.

are built into the education of girls. Counselor education must not only prepare counselor trainees for this responsibility but should also stimulate continuous education for all counselors by providing seminars, workshops, and other activities for graduates of their own programs and for counselors in local schools. Counselor-educators should go out where the action is and assist in in-service training in schools. On this much, counselor-educators were agreed. When we discussed implementation, we wandered into interesting pathways.

Responses to Specific Questions

We started our discussion with question 4—the effect of “the feminine role”—giving the previous questions only passing attention because we thought they had been given most of the attention at the Chicago conference—or perhaps this was our expression of freedom. We agreed in general, with the recommendations made in Chicago; we did add a few comments to the discussion of question 1—the effect of parental influence.

Question 4: How well are counselors prepared to assist girls in the area of the feminine role? How much of counseling really involves an exploration of marriage and its meaning, or a discussion of an individual's multiple roles, or participation in group counseling? There was agreement that although some counselors are well prepared and many others are not, information is available and counselors have access to it. Since so many girls are marriage-oriented, how can counselors meet them in the area of their perceived need unless we have more adequate preparation? Should the counselor have a consultative role as a member of the educational team, or should it be a more dynamic role? There was agreement that counselors must overcome the appalling ignorance in the schools, to counteract misinformation, to make girls aware of the overall pattern of their responsibility. Many guidance programs do not consider all facets of reality and these oversights should be corrected. For example, the attitudes of teachers, administrators, and counselors usually penalize girls who marry while they are still in school thus creating more conflict for all students.

Preparing girls to undertake multiple roles is a responsibility of the total school program and of the entire community. The counselor must get out of his office to stimulate teachers and the community to provide effective preparation. Counselor-educators in turn need to prepare counselors for this responsibility.

In this connection we had considerable discussion of the effect domestic workers have on children who are left in their charge by mothers who work outside their homes. Mentally and educationally retarded babysitters become responsible for language development, for inculcating attitudes, and for other fundamental habits. It was suggested that if a mother must work while her child is young, she should rearrange the child's sleeping schedule so that he is awake while she is at home and asleep for part of the time the babysitter is in charge. It was agreed that it is not the amount of time a mother spends with her child that is important, but the quality of the mother-child relationship. The use of grandmothers, aunts, and cousins for child care functions in an extended family is not without value and should be looked into, if possible.

Question 6: While the term "satisfactory standard of living" has many different meanings, it is apparent that the standard desired by a large number of families requires a great majority of married women to work. Young women have not yet accepted this in relation to themselves. There is need for much greater, more widespread, and more dramatic dissemination of the facts, so that they become generally known. Boys accept the necessity for incorporating military service into their life plans; it took education and tremendous mass media campaigns to accomplish this. Similar methods may need to be employed with girls—methods geared to educate parents as well as their daughters.

The influences that cause boys and girls to plan come from their environment—home, community, and school. Therefore, counselors should be certain that home, community, and school are not only well aware of the facts but have incorporated the facts into their thinking. The problem in this regard is not one of dissemination but of absorption. Creativity is needed to solve it.

Teachers' attitudes in particular are readily perceived by children. Counselors therefore should organize workshops to bring teachers up to date on the role of women. Counselors should expose girls to women who can help them develop realistic attitudes about planning for future employment. Married teachers, women engaged in public service, and married graduates who have returned to the labor force are good role models in this respect.

Many girls are oriented only to the here-and-now. Schools should offer girls a vastly increased number and variety of experiences in which they can develop expectations and have them satisfied. The length of time that elapses between planning and gratification should be increased constantly, so that girls can develop optimism about the future. Since this lack of realistic planning is characteristic of groups of girls, individual counseling

may not be effective. Well-conducted group programs—peer group discussions in which students are not talked at, but are involved—are essential. Counselor-educators have an obligation to prepare counselors for this responsibility more adequately. Group guidance is not just anyone's job.

Counselors should be prepared to make better use of peer group influences. We discussed the use of teams of students from upper grades and upper schools to assist boys and girls in exploring their attitudes about future employment. Research on the scholastic achievement of peer-to-peer counselors indicates that such use of students should be carefully explored.

Counselors should learn to use the skills of subprofessionals to enrich the guidance program.

Question 7: We discussed the fact that so many women in Europe are employed in medicine, law, industry, and other professional fields. We attributed this partly to necessity—Europe lost so much of its manpower in the two World Wars. Pressure caused women to try new roles. It is true, however, that in this country most professional fields are now open to women, and many are recruiting women. Counselors should be sure that women understand that they have the right to prepare for these fields.

In discussing why so few women enter professional occupations in this country, we found that we knew more reasons why they don't than ways of persuading them that they should. These are some of the reasons they don't enter "male" fields:

Occupational stereotypes

Unwillingness to compete in a man's world

Low aspirations

Expectations of parents

Lack of information about the numbers of women who are already in a particular field

High cost of training coupled with girls' unwillingness to borrow from loan funds and perhaps burden a future husband with debts

Negative attitudes to installment-plan payments for education

Self-concepts that influence the perception of the world of work

Premature, and too specific, occupational planning (This is encouraged in some schools by the practice of entering occupational choice on the cumulative record so that counselors can report they have helped X percent of their students to develop a vocational plan.)

Realization that marriage and children will interrupt training

Lack of knowledge about opportunities for women in the non-traditional technical fields

Occupational information that includes illustrations only of males

Facts—and myths—concerning the pressures on women in some jobs.

The degree to which some nonparticipating members of society are alienated may account for their resistance to occupational information. "I couldn't possibly do that," expresses their true belief; some of them value incompetence. In addition, vocational guidance begins too late. Girls have little opportunity to digest facts, to make the numerous small decisions required, and to explore further. Society, including the school, offers them too little experience in making conscious choices.

The process of broadening occupational horizons must begin early and never cease. This demands the cooperation of teachers. Counselors need to be prepared to help them get over their stereotyped ideas and to enlist their aid in planning ways to help students add to their information about the world of work.

We suggest these ways of encouraging girls to consider different occupational fields:

- Prepare and show films on unusual occupations

- Take students on field trips to observe interesting occupations

- Use taped interviews and videotapes

- Invite professional organizations, such as the Society of Women Engineers or the Women's Commercial Overseas Pilots Association, to present recruiting materials—not only for specific planning but to open vistas.

Counselors have influenced some large companies to include biracial illustrations in their recruiting literature; why can't they influence them to change the sexual stereotype? Counselors have attitudes, too. Witness the dearth of feminine leadership in the American Personnel and Guidance Association (APGA).

We discussed the difficulty of getting accurate and up-to-date information, but some optimism was voiced about current research on the use of information retrieval systems. We noted that the way printed information is filed may discourage exploration, and that librarians are inadequately used to help collect, process, and distribute materials. We commented on the use of tape recordings to instruct students about the use of materials. We agreed that counselors should provide experiences in which students can be successful, can assume roles, can think about themselves in the roles, and can gain insights about themselves. We do not motivate by talking at students, or by giving them occupational information to read; we need to provide girls with meaningful experiences

related to the occupational world so they can absorb information and ideas.

Counselor-educators need to stimulate research and experimentation on creative approaches to the preparation and use of occupational information for girls on all levels of the occupational hierarchy.

Counselors and teachers need experience in the labor force. Part-time and summer exchanges between State employment service counselors and school counselors might be interesting experiences.

Question 8: We recognized that counselors unconsciously express their attitudes by selective listening, by verbal and non-verbal communication, by the exposure they provide for a counselee. We discussed how we could help counselors-in-training understand their own attitudes and the impact these attitudes have on counselees. We believe that placing counselors-in-training in real or contrived situations under supervision may help with this problem. But we wondered how effective we are in really changing attitudes.

There was agreement that it is important for male counselor-trainees to counsel girls during the practicum. Counselor-trainees need experience under supervision with counselees of all ages, including adults.

Question 1: What has to be done to change parental attitudes should be started early. Group work with parents can change some parental expectations through broader understanding of the facts. To influence parents, counselors must have access to them. When some or all parents feel isolated from the school, it may be necessary to organize a community education campaign to reach them. The counselor should be the leader, feeding information, identifying, organizing, and utilizing other community resources—churches, service clubs, youth groups, and the like. Counselors must feed needed information to them. We were quite concerned with the fact that counselors rarely reach out to the social institutions in the community for help. The clergy have taken the initiative in asking counselors to assist them with vocational guidance for church members, but the reverse is rarely true. The influence that churches may exercise on the mass media should also be considered.

We asked ourselves these questions:

To what extent do counselor-educators help counselors bring their knowledge to bear on getting community resources to work on common problems of children? (The answer was not reassur-

ing.) Do counselors need specific training for the consultative role that involves social intervention?

Counselors are on the firing line. They can recognize problems and estimate the extent to which concerted action is required. But counselors cannot be all things to all men—or women. Therefore, they need to be able to recognize and mobilize community resources.

Conclusion

A counselor's job does not always put him in a direct one-to-one relationship with students; it must involve him in other school and community groups. A counselor cannot work in the isolation of his office, he must get out of his cubicle. To make this possible we may have to change the way we train counselors and we may have to use guidance personnel differently once they are on the job. Counselor-educators have an obligation to prepare counselors who are equipped to function as leaders of a community team.

Organization of the Workshops

STATE	CHAIRMAN	RECORDER
Delaware	Mrs. Marion B. Miller	Dr. Margaret Seitz
District of Columbia	Mrs. Theresa C. Alexander	Mrs. Mildred Reynolds
Maryland	Miss Annabelle Ferguson	Mrs. Ann Koehler
New Jersey	Dr. Charles J. Tabler	Mrs. Eleanor Martin
New York	Miss Elizabeth Ewell	Miss Helen Bickel
Pennsylvania	Mr. Arthur L. Glenn	Mr. Draper E. Reed
West Virginia	Mr. Paul Brannon	Miss Adelyne Kline
Counselor-Educators	Dr. C. Winfield Scott	Dr. Genevieve H. Loughran



APPENDIXES

Appendix A

CONFERENCE PROGRAM

December 2, 1966

P.M.

5:30-7:30 Registration

7:30 Opening Session

Presiding:

Miss Helen Faust, Director,
Division of Pupil Personnel and Counseling,
Philadelphia Public Schools

Address: "Changing Realities in Women's Lives,"
Mary Dublin Keyserling, Director
Women's Bureau
U.S. Department of Labor

Discussion

December 3, 1966

A.M.

9:00-12 Morning Session

Presiding: Mary Dublin Keyserling

Address: "Male-Order Females—The Symbol and the Substance,"

Dr. Daniel W. Fullmer, Professor of Psychology
Oregon State System of Higher Education

Discussion

Coffee Break

Address: "What Sets the Limits to a Woman's Growth?"

Dr. Virginia L. Senders, Associate Director
New England Board of Higher Education

Discussion

P.M.

12 Noon Lunch

1:00-5:00 Workshop Sessions

6:30 Conference Dinner

Presiding:

Mrs. Mary N. Hilton, Deputy Director
Women's Bureau,
U.S. Department of Labor

Theme: "The Contribution of State Commissions to the Guidance and Counseling Profession."

Reports from the State Commissions in the Middle Atlantic States

Discussion

December 4, 1966

A.M.

9:00-12:15 Closing Session
Presiding: Mary Dublin Keyserling

Report of Workshop Sessions

Discussion of Workshop Reports

P.M.

12:15 Adjournment

Appendix B

QUESTIONS FOR WORKSHOP GROUPS

1. Parental expectations influence the educational/vocational decisions, career development, and life planning of girls in ways that may circumscribe girls' preferences and decisions. What such instances of parental influence working have you observed? What might the guidance counselor do to help parents recognize the limitations that their expectations may place on their daughters' opportunities for full adult developments?

Social class, socioeconomic level, ethnic group membership, and the mass media help determine parental expectations for their daughters. All of these factors must be taken into account in identifying the kinds of expectations and in planning ways in which to modify such expectations.

2. Curriculum offerings and the extent to which these are differentially made available to boys and girls create sex differences in educational/vocational development and decisions. Can you identify, in school systems familiar to you, sex differences in curriculum offerings or patterns of recruitment to various courses and programs that tend to increase sex differences in educational/vocational patterns? How do you think these might be modified to broaden the area of educational/vocational choice of girls?

3. The expectations of teachers may influence and constrict the educational/vocational preferences, plans, and decisions of girls, even when teachers themselves may not be consciously attempting to exert such influence. In what specifics have you observed this process taking place? Through what means do you think teachers could be helped to modify those expectations which tend to constrict girls' educational/vocational preferences, plans, and decisions?

Here again, social class, socioeconomic level, ethnic group membership, as well as academic proficiency of the student are factors that, combined with sex, tend to influence teachers' expectations.

These should be taken into consideration in developing your answers.

4. Some research indicates that girls limit their educational/vocational aspirations to accord with what they believe to be the attitude of boys toward the feminine role, although there may be significant differences among girls in this respect by social class and socioeconomic level. What specific observations of your own suggest that this may be the case? What specific programs might be developed within guidance services in schools to help girls—and boys as well—communicate more freely and thoughtfully on the subject of feminine responsibilities and contributions to adulthood?

5. Although women's responsibilities have changed and will continue to change in pattern, content, and scope, women will continue to perform and fulfill the nurturing functions, and in most cases, assume primary responsibility for managing the home. In what ways, specifically, can counselors—both in schools and in the employment service—help girls to plan for the integration of their domestic responsibilities into the total pattern of their responsibilities and help boys to understand the wisdom of so doing?

6. Unquestionably the major proportion of women now in the labor force need, for themselves and their families, the money they earn. In your opinion, what proportion of the girls now in your school system will have to earn money for a good proportion (at least half) of their adult lives, if their families are to have what Americans call a satisfactory standard of living? Do you believe that most of these girls are aware of this fact and are making educational/vocational decisions that indicate they are planning realistically for it? If not, what are some specific means by which you believe counselors could help such girls to be more aware of and better plan for future employment, especially after marriage?

7. The vast majority of women in the labor force are concentrated in a few traditional "women's" occupations. At the same time there is a shortage of workers in many of the less traditional occupations for women. What are some occupations at all levels of the occupational hierarchy that are not now usually entered by women but are possible for qualified women? Why are women not now entering these occupations? What are the specific ways in which counselors can make known to girls the possibilities and requirements for employment in these fields?

8. The attitudes of counselors toward the feminine role, and their assumptions about it, obviously, will influence the life plans and career development of girls. Can you report specific instances in which such attitudes and assumptions on the part of counselors have operated to bring the educational/vocational aspirations or choices of girls in line with their capacities? By what means do you think the attitudes and assumptions of the counselors that operate upon girls negatively could be modified?

Appendix C

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